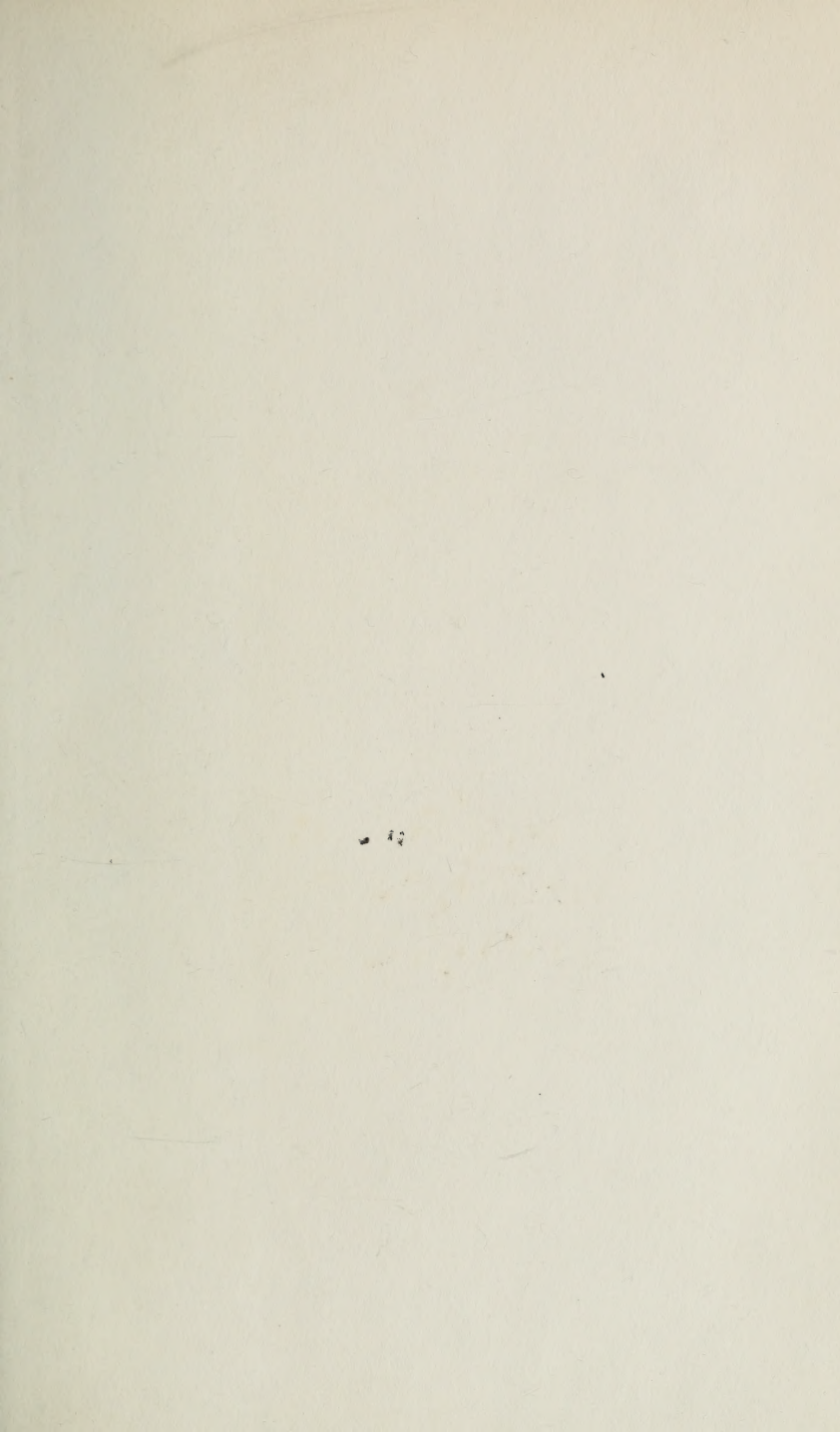


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**STATE NORMAL SCHOOL  
SALEM MASSACHUSETTS**



**FIFTY-FIRST YEAR**

**1904 : : : : 1905**

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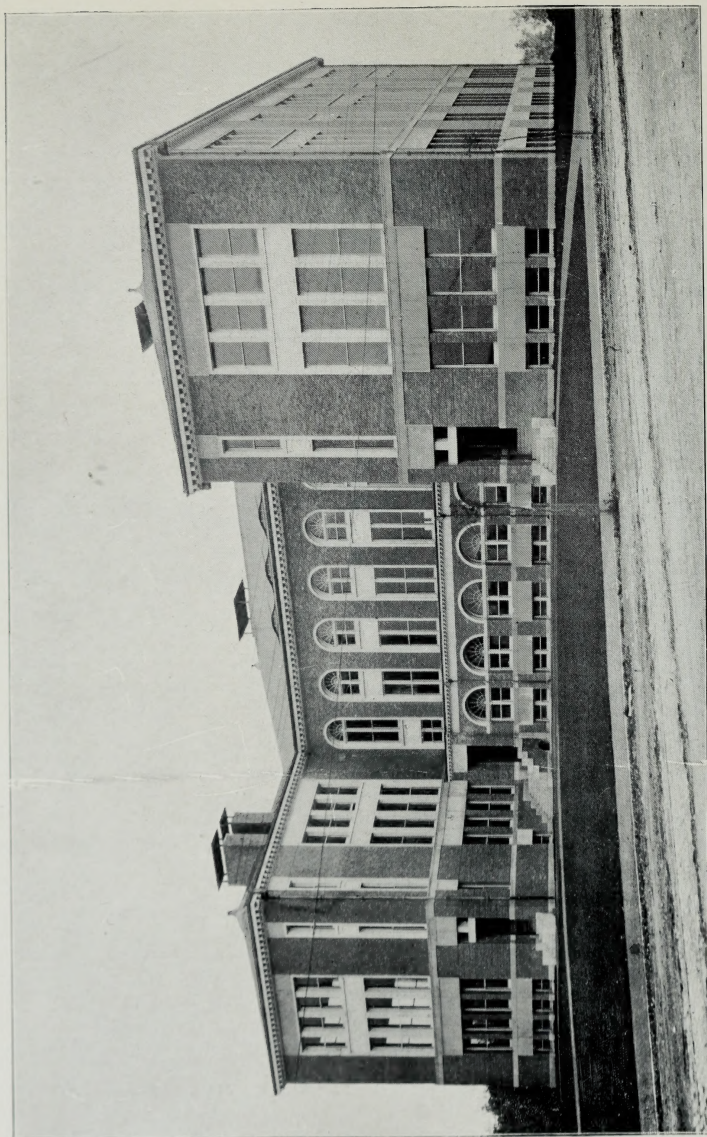
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STUDENT OFFICE









STATE NORMAL SCHOOL — SALEM, MASS.



FIFTY-FIRST YEAR

OF THE

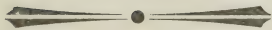
STATE NORMAL SCHOOL

AT

SALEM, MASS.



1904-1905.



BOSTON:

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1905.

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MARY ELIZABETH JAMES, . . . . .	Third Grade.
DELIA FRANCES CAMPBELL, . . . . .	Second Grade.
HELEN MERRILL DILLINGHAM, . . . . .	First Grade.
LOUISE FARRINGTON, . . . . .	Kindergarten.
ALICE MARTHA WYMAN (Assistant), . . . . .	Kindergarten.

\* Absent on leave.

## CALENDAR FOR 1905=1906.

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### **Spring Recess.**

From close of school on Friday, March 31, 1905, to Tuesday,  
April 11, 1905, at 9.20 A.M.

### **Graduation.**

Tuesday, June 27, 1905, at 2.30 P.M.

### **First Entrance Examinations.**

Thursday, June 29, 1905.

8.30-9.30 A.M. — Registration.

9.30-11.30 A.M. — Group I.

11.30 A.M.-12.30 P.M. — Group III.

2-4 P.M. — Group IV.

Friday, June 30, 1905.

9.30-11.30 A.M. — Group II.

11.30 A.M.-12.30 P.M. — Group V.

### **Second Entrance Examinations.**

Tuesday and Wednesday, Sept. 12 and 13, 1905.

(Hours and order as above.)

### **Beginning of School Year.**

Thursday, Sept. 14, 1905, at 9.20 A.M.

### **Thanksgiving Recess.**

From Wednesday, 12 M., preceding Thanksgiving Day, to the  
following Tuesday, at 9.20 A.M.

**Christmas Recess.**

From close of school Friday, Dec. 22, 1905, to Tuesday, Jan. 2, 1906, at 9.20 A.M.

**Beginning of Second Half-year.**

Tuesday, Jan. 30, 1906.

**Spring Recess.**

From close of school on Friday, March 30, 1906, to Tuesday, April 10, 1906, at 9.20 A.M.

**Graduation.**

Tuesday, June 26, 1906, at 2.30 P.M.

**First Entrance Examinations.**

Thursday and Friday, June 28 and 29, 1906.

(Hours and order as above.)

**Second Entrance Examinations.**

Tuesday and Wednesday, Sept. 11 and 12, 1906.

(Hours and order as above.)

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**NOTE.**—The regular weekly holiday of the school is on MONDAY, but the model schools conform to the practice of the other public schools in Salem, and have their holiday on SATURDAY. The model schools open the second week in September and close on June 30. Vacations during the school year are from Christmas to New Year's, inclusive, and for the week beginning with the first MONDAY in April.

The telephone call of the school is "Salem, 375." The principal's residence is at 285 Lafayette Street, and his telephone call is "Salem, 156-2."



## STATE NORMAL SCHOOL, SALEM, MASS.

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The State Normal School at Salem was opened to students Sept. 12, 1854. It was the fourth normal school established by the State of Massachusetts. Indirectly it was the outcome of steps taken to provide a new location for the first normal school in the State, which was opened at Lexington. The old school was not transferred to Salem, but the Legislature directed the State Board of Education to establish a new one in Essex County, and this city was finally chosen as its location.

The first building of the school stood at the corner of Broad and Summer streets. Its cost, including site and equipment, slightly exceeded \$20,000. The city of Salem erected the building, and received in partial compensation the State appropriation of \$6,000, and a contribution of \$2,000 from the Eastern Railroad Company. The building was enlarged and improved in 1860, and again in 1871.

After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools. The Legislature of the Commonwealth consequently made generous provisions for a new building. Work was begun in November, 1893, and the building was first occupied by the school Dec. 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country. A somewhat detailed description of the building will be found on a following page.

### THE SEMI-CENTENNIAL AND TRIENNIAL REUNION.

On June 30 last the completion of fifty years of school life was fitly commemorated by a public meeting held in the school building. The chairman of the Board of Visitors, Rev. Elmer H. Capen, D.D., presided, and made a brief address. The chief speaker was Hon. Carroll D. Wright, late United States Commissioner of Labor, who spoke upon "The Relation of Modern Industry to Intellectual Development." Other addresses were by Hon. Herbert Parker, Attorney-General, representing the Commonwealth; Hon. Joseph N. Peterson, mayor, representing the city of Salem; Hon. George H. Martin, secretary of the State Board of Education; and Dr. Richard Edwards, the first principal of the school, who, greatly to the pleasure of all concerned, was present in unimpaired mental vigor and in surprising physical strength.

On July 1 the sixteenth triennial reunion of the teachers and students of the school was held. The attendance was unprecedented, — more than eight hundred persons testified by their presence to their interest in and love for the school. The day was almost entirely devoted to the social reunions of individuals and classes. The principal welcomed the company, and hymns written for the occasion were sung. The only formal exercises were in connection with the presentation and reception of various gifts to the school.

These gifts were: (1) a beautiful bronze memorial tablet, in honor of the third principal, Dr. Daniel B. Hagar, placed in the front of the main hall, where it will always face the students as they assemble for their daily work; (2) six beautiful pictures, hung in the room now occupied by Miss Ellen M. Dodge, the senior teacher of the school, in memory of Miss Elizabeth Weston, one of the earliest teachers; (3) six other pictures, in memory of Miss Harriet D. Allen, who died in 1898, at the end of twenty-five years of faithful teaching in the school; and (4) two classical figures, in special memory of Dr. Hagar.

The day was thus made one of extraordinary interest, and its value is to be found not simply in the renewing of old ties, but in its inspirational effect upon the undergraduates, many of whom







THE MAIN HALL.

were present. A school cannot reach its condition of greatest service until, with its backward look upon an honorable history, it combines a look into the future.

#### OFFICERS OF THE SALEM NORMAL ASSOCIATION, 1904-1907.

*President.* — Mrs. MARY (CATE) SMITH, West Roxbury (Class XLV.).

*Vice-President.* — Miss JESSIE P. LEAROYD, Danvers (Class LI.).

*First Secretary.* — Miss MABEL T. BURNHAM, Essex (Class LXXXIV.).

*Second Secretary.* — Miss DOROTHEA C. SAWTELLE, Peabody (Class LXVIII.).

*Treasurer.* — Miss MAUD S. WHEELER, Salem (Class LVII.).

*Directors.* — Mrs. MARY (COMEY) TENNEY, Brookline (Class LXIX.); Miss E. ADELAIDE TOWLE, Salem (Class XXVIII.); Miss MARY J. VINTON, Cambridge (Class XLVIII.); Mrs. FANNIE (PHILLIPS) ANDREWS, Boston (Class LVII.); Miss ELIZABETH W. RICHARDSON, Salem (Class LXI.).

#### THE TEACHERS AND STUDENTS.

The school during its history has had four principals and seventy-two assistant teachers. The development of the model schools began in 1897, and with them twenty persons have been connected as teachers. Fifteen teachers are now required in the normal school and ten in the model schools.

More than five thousand students have attended the school, of whom fifty-four per cent. have received either certificates or diplomas. The proportion of those who complete the course has been increasing steadily in recent years.

#### THE SCHOOL BUILDING.

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus, the toilet and play rooms for the pupils of the model

schools, besides a fine gymnasium with its adjoining dressing room; the industrial laboratory, bicycle room, lunch room, and store rooms for supplies and materials.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the model schools. The rooms for these schools — nine in number, besides six recitation rooms connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate 350 pupils.

The central portion of the second floor is occupied by the fine assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of the floor contains the principal's office, reception room, teachers' meeting room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two fine rooms on the north side furnish admirable accommodations for the work in drawing.

One of the most conspicuous features of the building is found in the size and lighting of the rooms. In fact, it is hard to see how the lighting could be improved. The corridors are also noticeable for their width and cheerful aspect. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's office speaking tubes radiate to all the important rooms; while a program clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of handsome oak, and all the furniture of the building is in keeping. Upon the walls are many handsome pictures and other artistic decorations,





THE KINDERGARTEN.



provided by the State, by past students and teachers of the school and by other generous friends, to whom due acknowledgment is made on another page.

### REQUIREMENTS FOR ADMISSION.

Candidates for admission must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined : —

- (1) By their standing in a physical examination.
- (2) By their moral character.
- (3) By their high school record.
- (4) By a written examination.
- (5) By an oral examination.

#### Physical Examination.

The State Board of Education adopted the following vote March 7, 1901 : —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

#### Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects ; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

#### High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent*

not insisted on, or take studies not prescribed, in the admission requirements.

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

### Written Examination.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*): —

I. *Language.* — (a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics.* — (a) Algebra and (b) plane geometry.

III. *United States History.* — The history and civil governments of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science.* — (a) Physiology and hygiene and (b) and (c) any two of the following, — physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music.* — (a) Elementary mechanical and free-hand drawing with any one of the topics, — form, color and arrangement, and (b) music.

### Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon





THE ZOOLOGICAL LABORATORY.



some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

### **General Requirement in English for all Examinations.**

*No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.*

### **Special Directions for the Written Examinations.**

#### *Group I. — Language.*

(a) *English.* — The subjects for examination in English will be the same as those agreed upon by the colleges and high technical schools of New England, and now quite generally adopted throughout the United States.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book *properly certified by his instructor*, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination are: —

1905. — Shakespeare's *The Merchant of Venice* and *Julius Cæsar*; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Tennyson's *The Princess*; Lowell's

*The Vision of Sir Launfal*; George Eliot's *Silas Marner*; Carlyle's *Essay on Burns*.

1906, 1907 and 1908. — Shakespeare's *Macbeth* and *The Merchant of Venice*; *The Sir Roger de Coverley Papers* in *The Spectator*; Irving's *Life of Goldsmith*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe* and *The Lady of the Lake*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine* and *The Passing of Arthur*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

2. *Study and Practice*. — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong. The books set for this part of the examination are: —

1905. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

1906, 1907 and 1908. — Shakespeare's *Julius Cæsar*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Addison* and *Life of Johnson*.

(b) *Either Latin or French*. — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

## II. — Mathematics.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include







THE DRAWING ROOM.

independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

### III. — *United States History.*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised — also in English history so far as this history bears conspicuously on that of the United States.

### IV. — *Science.*

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany and Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

### V. — *Drawing and Music.*

(a) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to

make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music*. — Such elementary facts as an instructor should know in teaching singing in the schools, — including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, chromatics, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or time phrases sung or played.

### Division of Examinations.

Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, *each group to be presented in full*: —

II. Mathematics.

III. United States' history.

IV. Sciences.

V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at end of this catalogue.)

The group known as *I. Language* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *IV. Science* should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

### Equivalents.

Persons desiring to enter the school, whose course of study has been equivalent to, but not identical with, the requirements of admission are advised to correspond with the principal. Each



case will be considered upon its merits, and in deciding the question of admission there will be a serious effort to give all the credit that is due. Experience in teaching, according to its amount and kind, is regarded as very valuable.

### **Special Students.**

College graduates, graduates of normal schools, and other persons of suitable attainments, also those who have had considerable experience in teaching, may by arrangement with the principal select a year's work from the regular program. If this work embraces not less than twenty recitations periods per week, and includes the course in advanced pedagogy, the student will receive a certificate for the same upon its satisfactory completion.

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in desiring to enter the school is required, and those who do not intend to remain at least one half year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from a half year's work. Some of our most earnest students have been of this class. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.

### **Students from outside the State.**

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be admitted as students on payment of fifty dollars per year, of which sum one-half is payable at the beginning of the year, and the other half at the middle of the year.

### **Elementary Course of Study.**

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects:—

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them:—

(a) English,—reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics,—arithmetic and book-keeping, algebra, plane geometry.

(c) History,—history and civil polity of the United States and of Massachusetts.

(d) Science,—physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training, manual training.

II. (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

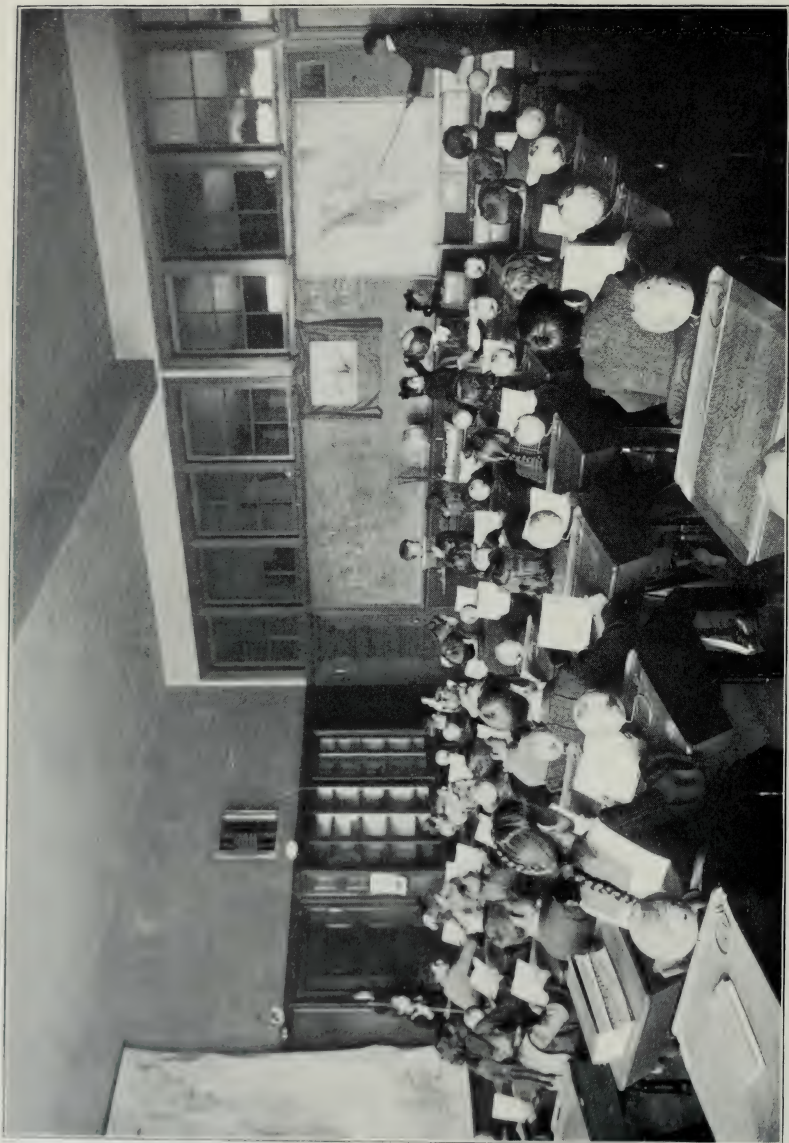
(b) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

### **Conditions of Graduation.**

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. While the fact is recognized that predictions regarding







the success or failure of normal school students as teachers always involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the application of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the standpoint of personality.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

### THE MODEL DEPARTMENT.

[MISS PAINE, Critic.]

In co-operation with the school committee of the city of Salem, the State normal school maintains in its building a system of model schools, beginning with a kindergarten, and intended to train pupils to the point of entering the local high school. The system is now complete, and the second class, consisting of fourteen members, graduated last summer. The teachers are nominated by the principal of the normal school, with the approval of the Board of Visitors, and they are elected by the city school committee. The assignment of pupils is in the hands of the local authorities, and the children do not constitute a picked company.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they are to be kept at a reasonable size. The school-rooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the art of teaching may here exemplify the theory in which the normal students are taught. About half of the instruction from the fifth grade upwards is arranged upon the departmental plan, and a large part is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the model schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it easy to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the model schools and the normal school are put to their greatest service. While nothing is allowed to stand in the way of obtaining the most satisfactory results, it is believed that both directly and indirectly the students of the normal school derive great advantage from their association with the teachers and pupils of the model schools.

### **Second Graduating Class of the Model Schools.**

Leslie Joseph Bartlett.  
Beatrice Prescott Batchelder.  
Neal Bridgman.  
Henry James Callahan.  
Albert Wallace Chisholm.  
Elva Dawn Edgecomb.  
Grace Dorothy Flint.

Henry Bushby Hathaway.  
George Woodard Lane.  
Alice Marion McGee.  
Marion Lou Merrill.  
Nathan Edward Merrill.  
William D'Arcy Millea.  
Elizabeth Roche.

### **AIM AND SCOPE OF THE COURSE OF STUDY.**

#### **English and American Literature.**

[MISS DODGE, — MISS BAKER.]

Four periods per week throughout the first year of the course are devoted to this work. This assignment of time is based upon the belief that literature constitutes a very important branch of one of the great divisions of thought-giving material, and that it is worthy of an earlier and more extended treatment than it commonly receives in the public schools. It is believed that it is rea-

sonable to expect a marked growth of appreciative power and insight from the high school graduates who constitute the junior class in this school. It is difficult to estimate justly and surely the increase of such ability, but the prime aim is to promote it.

Such a result will make the future teachers more inspiring and helpful to their pupils; and, while the course cannot fail to broaden the acquaintance and sympathy of the normal students with all kinds of good literature, the methods of using the same in all kinds and grades of schools will not be overlooked.

Believing that literature should and will hold a more prominent place as subject-matter in school courses of study, there will be an attempt so to conduct this department as to formulate a course in literature suitable to the interest and profit of children in the primary and grammar schools. This attempt has often been made, but there is hardly as yet so general an agreement that valuable results may not be expected from further consideration and experiment.

### **English Language and Grammar.**

[MISS LEAROYD, — MISS DEANE.]

In the second year three periods a week are devoted to English. An effort is made to interest the students in the systematic study of English, and to arouse in them an appreciation of the value of a skilful use of language both in speech and in writing.

In the first part of the year the different forms of discourse and the principles which govern their construction are considered, and illustrated by selections from good authors and by the work of the students themselves. The class are required to give short talks and to write themes which involve explanation, description and narration. Frequent oral and written criticisms are required from the members of the class, to the end that they may be trained to judge the work of others intelligently and justly. The students gradually assume the responsibility of the work in the classroom, and thus gain skill in planning, confidence in discussion and ease in speaking.

Suggestions are constantly given as to the subject-matter and methods to be used in the lower grades, in order to guide pupils in the knowledge and use of English. In the model schools the students have the opportunity to see the practical application of

some of these suggestions. A course of study is planned with the class, so that they may see the relation of parts of the work to one another, and the progress made from year to year.

In the second half of the year sentences and words receive attention. The requirements of good sentence structure and of "good use" as applied to words are considered. Students are urged to improve their use of English, both for their own sake and for the sake of the pupils whom they will have in charge. Grammar is also studied at this time. The analysis and synthesis of sentences precede the study of the parts of speech in detail. It is intended that the class shall be thoroughly grounded in the elements of grammar, and understand the aims in teaching grammar and the best means of accomplishing these ends.

### **Reading and Voice Training.**

[Miss ROGERS.]

The work of this department is two-fold: (1) the personal training and culture of the student; (2) the training in methods of teaching reading in primary and grammar schools.

During the first year the work is directed toward the personal improvement of the student. The selections for oral reading lessons are taken from the authors studied with the teachers of literature. This is an attempt to impress, in a practical way, the fact that appreciation of the beauty and meaning of literature is the basis of intelligent reading. Three purposes are kept in mind: to develop the power of getting the thought of an author, to create a desire for revealing it to others, and to acquire skill in its expression.

In the second year attention is directed to the pedagogical aspect of the subject. Students are not taught to depend upon one "method" of teaching reading. The aim is rather to familiarize them with typical methods, as the alphabetic, word and phonetic, and to give them certain practical tests by means of which any popular system may be examined and judged. It is hoped in this way to lead students to be broad-minded enough to teach with enthusiasm any method now in use, knowing that success depends upon the sympathy and wisdom of the teacher, rather than upon the method. Schools in which various methods are used are vis-



ited by the students, who report observations to their class-mates. Text-books are reviewed, programs for reading and literature in the grades are examined, and several books treating of reading and the voice are read. Typical lessons on the use of the dictionary and reference books are presented. Some practice is given in story-telling and interpreting poems to children. Phonetics from the teacher's standpoint is studied in connection with Professor Robbins's pamphlet on that subject.

During both years of the course a small amount of time is devoted to vocal gymnastics and the mechanical side of reading.

### **Elementary Latin.**

A course will be offered annually, if a reasonable number of students desire it, for the benefit of special and advanced students who wish to be prepared to teach Latin in the upper grades of the grammar schools. Three years of good work in Latin will be necessary for those who take the course, and more is desirable. It is intended that the course deal chiefly with methods of teaching, and with that purpose in view the amount of previous study, above indicated, will be assumed.

### **Elementary Numbers and Arithmetic.**

[Miss BAKER.]

These two courses extend throughout the senior year, the first half being devoted to the primary work and the second to that which is more advanced.

*Elementary Numbers.* — As concepts result from an acquaintance with visualized form, this work is based entirely on objects. Number is the measure of quantity. Quantity is symbolized in geometrical material, and measuring is the controlling element of the system. The units of measurement are the inch, square inch and one inch cube, the objective work thus being put into the three realms of length, surface and volume. All abstract combinations are preceded by constructive effort, and, in fact, construction goes hand in hand with measuring in forming the basis of the system.

*Advanced Arithmetic.* — This subject is understood as including percentage and the applications of percentage, mensuration prop-

erly belonging to geometry, and evolution and involution to algebra. Hence commission and brokerage, banking, stocks and bonds, and interest, are some of the important parts of the work. It is not the purpose to treat these topics after the manner of a commercial school, neither is it intended to deal with them in an impractical way, inconsistent with that of the business world. The aim is to treat them as they occur in actual transactions, irrespective of text-book boundaries. It is believed that the financial column of a newspaper should not be wholly unintelligible to a pupil leaving the grammar school.

Students are required not only to give teaching exercises in their classes in the normal school, but also to present the same exercises to classes in the model schools.

### **Geometry.**

[Miss MARTIN.]

The course is planned to include (1) a review of demonstrative geometry and (2) a detailed study of concrete or observational geometry. The two are carried along together.

In the demonstrative work special attention is given to securing exactness in reasoning and in expression and to helping students towards that mastery of the subject which may reasonably be expected of teachers in the elementary schools. In this connection the origin and development of the science are made a matter of study, and the scope and plan of the ordinary text-book in geometry are noted. The general object in this part of the work is to confirm and supplement and make exact the student's knowledge, to broaden his outlook, arouse fresh interest, and awaken a sense of the teacher's responsibility towards the subject.

The course in concrete geometry develops the elementary definitions, and such of the simpler truths of the science as lend themselves to objective treatment. A topical outline in the hands of students furnishes a basis for discussion of methods of work and the selection and arrangement of material. The leading text-books in this department are reviewed, and to some extent practically tested. Laboratory work and field work are prominent features. The general aim is to put students in possession of approved methods of teaching in elementary schools those parts of geometry which by general consent are adapted therefor.

### **Algebra.**

[Miss MARTIN.]

The general purpose is to review and supplement the student's knowledge of the subject-matter, and to establish clear and simple methods of teaching the more elementary topics. This involves (1) a thorough study of the processes underlying the solution of simple equations and the simpler forms of quadratics, (2) the discussion of methods of solution of equations of these types, and (3) the discussion of problems involving such equations, together with devices for making real to a class of beginners the conditions of a problem. The aim is to develop facility in algebraic operations, to give an intelligent grasp of the subject-matter, and to form the habit of regarding it from the teacher's point of view.

### **United States History.**

[Miss DEANE.]

The study of United States history is taken up in the second year of the course. Sufficient work is done to indicate the right methods of teaching and studying history in general. The time does not permit the entire field to be thoroughly covered, but with this limitation, for purposes of illustration selected periods and events are studied. The aims are to show the students how to increase their own knowledge of the necessary subject-matter, and to demonstrate the suitable method of procedure in the public schools.

The work follows a topical analysis. These topics are developed in various ways, — sometimes in more detailed outlines, again as recitations, and sometimes as written themes or oral debates, or by the aid of questions.

An acquaintance with the works of standard authors, with the best methods of research, and with the proper manner of study, is sought. The school library is well equipped with reference books, and desirable additions are constantly being made. The students are also encouraged to make use of material from the public libraries at their own homes, and of the historical museums which are easily accessible.

Topics of current interest are given attention, and thinking

along lines of public welfare is encouraged. The elements of civil government have their place in the outlined course, and the attempt is made to render all work in this field as practical as possible.

### **Chemistry and Physics.**

[MR. ADAMS.]

*Objects.* — (1) Training the student to observe; to express what has been observed, — orally, by writing and by drawing; to draw correct conclusions from his own observations and from data collected by others; to follow directions; to manipulate apparatus skilfully; to acquire habits of carefulness, accuracy and neatness. (2) An acquaintance with the most important facts of the science; certain laws and principles based upon these facts; some practical applications of these principles in machines and appliances useful to man; a knowledge of certain manipulations and processes, and the properties, uses and manufacture of the more common elements and compounds. (3) Familiarity with the method of teaching by experiments; the art of correct questioning; ability to stand before others and guide their thinking.

*Means.* — The ends enumerated are secured by a course of experiments selected and arranged so that most of the work can be done by each individual. Each student is provided with a notebook, and has a separate compartment at the laboratory bench. The chemical laboratory is equipped with slate tables, hot and cold water and individual fume closets. The physical laboratory is arranged for experiments in quantitative work. Both laboratories connect with a large lecture room, provided with roller shutters for darkening the room, and an electric lantern.

The students have considerable practice in teaching before their classmates, and in examining them on the experimental work.

While a part of the work is qualitative in nature, a considerable amount of quantitative work is done in both subjects, to give skill in accurate measuring and weighing.

Constant emphasis is laid upon the necessity of viewing the work from the stand-point of the teacher. This practice gives professional value to the course, which cannot be obtained by work that is wholly academic.







THE BOTANICAL LABORATORY.

### Geology.

[Mr. MOORE, — Mr. ADAMS.]

The course in geology is of a rather general character. It aims to give a broad view of earth phenomena. While some familiarity with the technicalities of the science is sought, the emphasis is placed upon the knowledge which will be valuable to teachers in the public schools. Incidentally, the training and experience gained in this work are found helpful in the next year in the study of geography. The course includes a study of minerals, rocks, soils, glacial phenomena and river and wave action.

The work is planned from the standpoint of the mature student, but its application to the teaching of children is never lost sight of. For this reason, the formal, logical order in which the elements of a science are usually presented in secondary school textbooks finds a place, if anywhere, only in summaries and reviews. The work proceeds instead in the more natural order in which the study of earth processes ought to be pursued with children.

The locality in which the normal school is situated offers unusual advantages for the study of earth forces and earth materials. Out-door lessons are given, to show how to discover and interpret geological and geographical phenomena. These lessons not only prove valuable in stimulating the powers of observation, but they illustrate the kind of work which it is hoped will sooner or later find its way into the elementary schools.

### Botany.

[Miss LEAROLD.]

The course aims to suggest how to study plants in a simple and interesting way with children, rather than to give a thorough knowledge of the science of botany; although an effort is made to teach the subject accurately and systematically, and as thoroughly as the time will allow. Continuing the subject throughout the year gives an opportunity to study plant life in all its phases.

First the students are trained to cultivate the power of observation and of expression, by examining specimens in the laboratory and reporting the results of their observation. Discussions in the class room show them where they have failed to observe keenly,

and how they may draw inferences by comparison. Occasional field trips arouse their enthusiasm, and show them the necessity of an intimate acquaintance with plants in their natural surroundings. In general, the classification of plants, their life-history and their relation to their surroundings receive attention. Considerable work is done with the microscope, and a good variety of books is supplied to supplement the work in the field and in the laboratory. A close relation is maintained between drawing and plant study.

As soon as students have gained power in acquiring information from material at hand and from books, they are instructed how to convey it to the class in an informal, logical and interesting manner. They are then taught how to lead a class of beginners to observe from specimens by giving directions and asking questions, and during the last six months they give most of the lessons in the class room.

Whether the students are capable, at the end of the year, of leading children to gain an acquaintance with nature, depends in large measure upon the spirit in which they have undertaken and accomplished the work.

### **Geography.**

[Mr. MOORE.]

The course in geography is primarily a study of methods of teaching. The insufficient preparation of the pupils and the lack of time in this course limits the work, however, to the most fundamental topics. But whether it be in the acquisition of facts which serve as the basis for the professional discussion, or in the specific problem of how to present a lesson to children, right methods of teaching are emphasized.

This school possesses many advantages for the study of geography. The building is most favorably situated in a locality rich in geographical illustrations. In one direction are found the agricultural and pastoral conditions typical of a rural community, and in another the important industrial and commercial features of city life. The influence which the natural features exert upon the life of the people is clearly shown, and the home locality epitomizes the geographical relations existing throughout the world.





THE GEOGRAPHY ROOM.



Another advantage is the close connection which exists between the normal and model schools. What is actually done in the classes of children taught and supervised by the normal school instructor is made the basis of professional discussions. A marked result is the intimate agreement which exists between theory and practice.

Geography is a study of relations. In all the work, therefore, in both the model and normal schools, prominence is given to the control which relief and climate exert upon the life of the people. At every point the understanding is called upon to aid the memory, and geography thus changes from a subject furnishing only information to a study in which reasoning holds an important place.

In the study of the home locality the fundamental principles which underlie the teaching of all geography receive a comprehensive treatment. In fact, as the home locality illustrates to a greater or less degree the world in miniature, so the teaching of the local surface features exemplifies the methods to be followed in the study of the whole earth as the home of man.

The intelligent reading of maps and the full use of good pictures are, next to a study of the home locality, the most important topics of a general nature in this course. The successful interpretation of the map symbols, in fact, depends upon the thoroughness with which the study of the home locality has been pursued in connection with the local map, and upon the close association which has been made between the pictures of distant places and their symbolic representation. To read a map intelligently is to know geography.

### **Biology.**

[MISS WARREN, — MISS GOLDSMITH.]

The purpose of the work in biology is to give the students as clear an idea of evolution as is possible in the time allowed, and to lay a broad foundation for a comprehensive understanding of the study of human physiology.

For the accomplishment of this purpose the course begins with the lowest forms of animal life, and continues with the more complex organisms in the order of their development.

In each stage of development the characteristics of type forms are emphasized. Allied forms are considered in connection with the type forms.

In the laboratory, by dissection and careful observation, both external and internal organs are studied with reference to their structure, position, relation and function, together with the special office of each in the animal economy. Additional knowledge is gained by reading and drawing.

There are frequent discussions of the problems of heredity, of environment and adaptation to environment, and of the survival of the fittest. These lead to a clearer insight into the forces at work which influence the life and structure of the various forms of the animal kingdom.

Practice in the application of the principles taught is intended to prepare those who are to become teachers to meet the requirements of the public schools.

The fine collection of specimens at the Peabody Academy of Science affords unusual facilities for the pursuit of this branch of study.

In the spring opportunities are given to become familiar with the common birds and their songs.

The aim of the work in biology is to fit the normal students to lead children to love and care for God's creatures; to observe their habits more closely, thereby learning lessons in industry, perseverance, patience and fidelity; and to give them a keener appreciation of the wonders and the beauty of the abundant life with which we are surrounded.

### **Drawing.**

[Mr. WHITNEY.]

It is the aim of this department to secure for the student as high a degree of the culture value of drawing as is practicable, and at the same time to emphasize its value in all the other departments of study. Realizing its industrial and æsthetic value to the teacher, the subject is treated in as broad a manner as the course permits.

In view of the value of illustrative drawing, and the fact that the grade teacher should draw readily and well illustrations for any



line of school work, a course in blackboard drawing has been arranged.

This course consists of a series of lessons in quick sketching upon the board of illustrations for number, nature, geography, history, reading, etc., such as are frequently demanded in the school room.

No definite outline for the various grades of the public schools is given the students, but outlines for the work in the model schools are planned from month to month, and the students have the opportunity of observing and assisting in conducting the lessons.

The courses in the other departments of the normal school, as well as the cycle of the year, dictate in a great degree the subject to be taken in the drawing and the time for that special branch.

In September the classes begin the study of color, drawing of flowers, leaves, trees, fruit and seed; also the study and drawing of birds, moths and shells. Throughout the year this method is followed, the intercourse with nature giving a keen appreciation of the beautiful.

The study of landscape drawing and composition is related to the illustrative work for literature, and the mechanical branches assist in drawing of apparatus for chemistry and physics.

The historic art and picture study are closely related to the geography and history.

In relating the drawing to the other departments, the aim is to remember the scientific value of the drawing and at the same time to emphasize the necessity of artistic rendering, the importance of good composition, proportion and unity.

As a result of the training in the normal school, there should come a broader culture, an appreciation of beauty of form and color, and some ability to express and create the beautiful; an appreciation of the practical value to the child, awakening thought, holding the attention and giving a free and spontaneous mode of expression.

### **Music.**

[MR. ARCHIBALD.]

The work in this department is designed to enable students to teach such principles of music as will apply to the several grades of the public schools.

Tune, time, technique and the æsthetics of music are considered. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

A weekly drill in carefully selected choruses is participated in by the entire school.

### **Physical Training.**

[MISS WARREN, — MISS ROGERS.]

In the work of physical training the Swedish system of gymnastics is employed. Physical exercise has a two-fold purpose; it invigorates the body and relieves mental tension.

The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. It is supplemented by the use of apparatus, which gives added interest and enthusiasm to the work, and a greater opportunity for muscular development.

The gymnasium is provided with stall bars and benches, double booms, jumping standards, vertical ropes, a Swedish ladder and a horse.

The work is varied occasionally by gymnastic games, which are calculated to develop self-control, precision, dexterity and concerted action. Rhythmic movement is a strong feature of the work.

During the senior year opportunities are given the students for conducting gymnastic exercises as practice in teaching.

Association in the gymnasium promotes a social spirit, which serves as a bond of union, and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study.

The aim of the work is not only to help the student to gain a more intelligent mastery of the body, but also to train the mental and moral faculties.

The vitality and usefulness of the human body are also furthered by correct carriage, proper breathing and regular bodily exercise. Whatever, therefore, conduces to develop the chest, straighten the spine, purify the blood and distribute it to the various organs, and to improve the personal appearance generally, is a matter of vital importance.



THE PHYSICAL LABORATORY.





We cannot too strongly emphasize the fact that a sound mind in a sound body is a prime requisite for success and effectiveness in any department of life.

### **Psychology.**

[MISS GOLDSMITH.]

The course in psychology extends throughout the junior year. The aim is to secure a clear and sufficient understanding of (1) the processes by which knowledge is acquired and elaborated, (2) the sources of interest and attention, and (3) the functions and training of the will. The development of the various faculties of the mind, and the relation of different branches of study to this process, receive careful attention. The work is done so as to secure a good grasp of what is really valuable to a teacher, rather than to spend time upon what is of only speculative interest. The various sources of psychological knowledge — introspection, observation of mental phenomena, the study of literature and physiological science — are all recognized as having important uses in the study of the human mind.

### **Physiology and Hygiene.**

[MISS WARREN.]

The work in physiology being a continuation of the work in biology, the same general plan is followed. The main point in the consideration of the subject is hygiene.

To know how to care for the human body that the best results may be obtained, it is necessary: —

1. To consider it as a whole.
2. To become familiar with the functions of the organs and with their mutual dependence and co-operation.

The laboratory method is continued in this branch of study. The dissection of a mammal as a complete organism, and of individual organs of different animals, throws much light upon the structure and functions of corresponding organs in man.

A life-sized manikin, a human skeleton and microscopic slides are valuable aids in the work of anatomy.

Each of the following systems, the respiratory, the circulatory, the digestive, the excretory, the nervous, the muscular and the osseous, is studied in detail. The intimate relation of each system

to the others, and the importance of keeping each in a healthy condition to ensure an harmonious whole, are strongly emphasized.

In addition, attention is given to the special senses, particularly to the structure and hygiene of the eye and ear.

The effect of alcohol and tobacco upon the human system is taken up in connection with the consideration of the organs and their functions.

One practical application of the knowledge obtained in the class room is the intelligent treatment of emergency cases.

Special stress is laid upon the hygienic effects of clothing, bathing, food, sleep, recreation and rest.

As the body is the instrument through which mind finds expression, a better understanding of its mechanism and of hygiene is very important for those who are to take up the teacher's profession, that they may be instrumental in helping the young to a more harmonious and effective physical development.

### **Theory and Practice of Teaching.**

[Dr. BECKWITH.]

The course in theory and practice of teaching, conducted by the principal of the school, extends throughout the senior year. It is intended to develop an understanding of the principles of education as derived from psychology, and of their application to school administration and to the art of teaching. The work of the students in the model schools is drawn upon extensively in the class-room discussions, and great effort is made to render the latter as practical and useful as possible. The former scope of the Saturday morning lectures will be somewhat extended. Written reports of them will usually be required. Some of them will be introductory to or summaries of various topics connected with class-room work; others will be independent and suggestive discussions of important phases of educational activities, or of subjects forming parts of the school curriculum.

At the same time there is a serious attempt to arouse in the students an intelligent appreciation of our indebtedness to great educational leaders for their apprehension of sound principles and for inspiration to the teacher's work.

The principal believes that much of the success of a teacher depends upon the ideals with which the work is undertaken. Consequently, it is no small part of the duty of a normal school to see that its students take the right attitude toward their work, that they fully understand and appreciate the nature and extent of the influence of the school upon the child, and that the duty of study and growth is one constantly resting upon teachers. This school will aim faithfully to perform its duty in these respects.

### **Advanced Pedagogy.**

[Dr. BECKWITH.]

During next year, for the benefit of special and advanced students, the principal will conduct a class in advanced pedagogy. This will be an extension and elaboration — not a mere repetition — of his course with the seniors. This will be made a part of the work required for a certificate. The teachers who are intending to enter the school next year to take a year's special work ought to make a study, in the mean time, of James's Elementary Course in Psychology, Halleck's Psychology and Psychic Culture, or some other book of equal scope.

The course will include a survey of the educational ideals of the ancient nations, of the influence of Christianity upon education, and of the various effects of both material and spiritual life and growth; and will include special studies of the lives and works of great educational reformers.

A portion of the course will be devoted to the consideration of the development and features of the Massachusetts school system, and of the legislation of this Commonwealth upon educational interests.

Special effort will be made to acquaint the members of the class with the most helpful and rational modern publications upon pedagogy and teaching.

### **GENERAL INFORMATION.**

#### **The Location and Attractions of Salem.**

No place in north-eastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting also with the

Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport, Marblehead and intervening points. Trains are frequent and convenient. Salem is also the centre of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the centre of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country, in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

### **The Management of the School.**

The matter of discipline, as that term is used with reference to school management, does not enter into the administration of this school. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not spare advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. The students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit and unlikely to become successful teachers, and will be removed from the school. Others also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, for the work of teaching, will be advised to withdraw, and will not be graduated.



### **Expenses, Aid, Board, etc.**

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of the State, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

At the last triennial reunion of teachers and students a movement was inaugurated to collect a "Students' Benefit Fund," whose income may be employed to aid worthy and needy persons while pursuing their studies here. At this time the sum of \$150.15 has been contributed for this purpose. The effort will be continued.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from three dollars and fifty cents each, per week. A record of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

### **The Library and Reading Room.**

The school is well equipped with books of reference, and its general library, which is especially strong in works of history,

biography, pedagogy, poetry, and dramatic and miscellaneous literature, contains 4,207 volumes, exclusive of a large number of public documents and sample text-books covering a period of many years. The best periodicals of the day are also kept on file. There is a complete card catalogue by titles and authors, and a system of references by topics already contains several thousand cards, and is constantly being extended.

No needless restrictions are placed upon the use of the library and reading room, and the students are encouraged to resort to it freely and constantly.

### **Promptness and Punctuality.**

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismissal. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

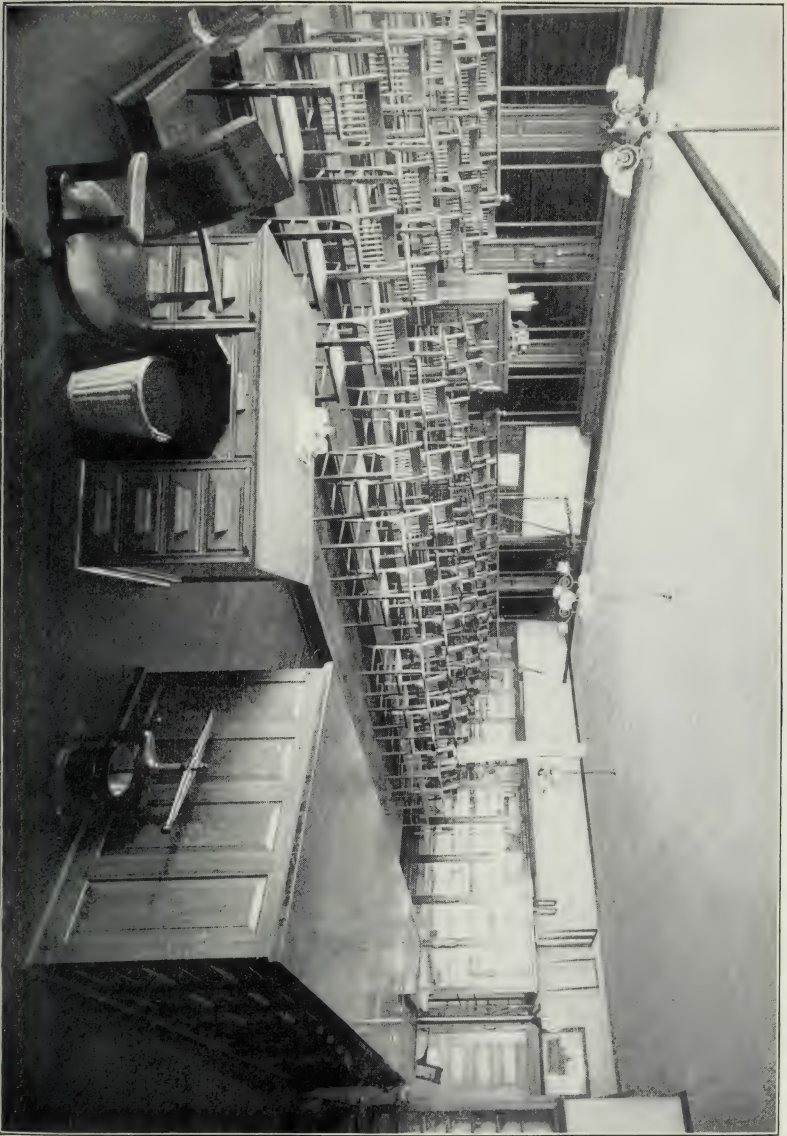
4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

6. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

### **Lectures.**

Since the issue of last year's catalogue the teachers and students of the school have listened to the following lectures : —



THE LECTURE ROOM.





**1904.**

- Jan. 30. "A Talk about Primitive Art." Mr. ROSS TURNER, Salem.  
April 16. "Waste in Education." Superintendent F. H. NICKERSON, Melrose.  
June 21. Annual Graduation: "Some Educational Problems of To-day," Superintendent THOMAS M. BALLIET, Springfield.  
Nov 18. "Applied Design," Mr. WALTER SARGENT, State supervisor of drawing.  
Jan. 28. "The Education of Primitive People." Dr. WILLIAM G. FROST, Berea College.  
March 4. "Keeping Good Health." Prof. JOHN M. TYLER, Amherst College.

**Employment for Graduates.**

The increase in the number of normal graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers. But even at the present time less than one-half of all the teachers in the State are normal graduates, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. This school does not undertake to guarantee positions to its graduates, but it is a fact that promising graduates are rarely without positions six months after graduation. The principal takes pleasure in assisting graduates to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities, or to be informed as to the degree of success which has attended the efforts of former students.

**Scholarships for Graduates.**

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in the Lawrence Scientific School who are graduates of any reputable normal school in the United States.

**Notices to School Officials.**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to

inspect its building and equipment, or to attend the exercises in its class rooms or model schools at any time and without ceremony.

During the summer vacation, either the principal or some other person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate to the fact of graduation. This evidence should be required in all cases.

All students of this school, since Jan. 1, 1900, who have left the school by reason of graduation, or otherwise in good standing, possess either a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

**CONTRIBUTORS TO THE DECORATIONS OF THE BUILDING.**

The Commonwealth of Massachusetts.

The Salem Normal Association.

Mr. George R. Chapman.

Richard Edwards, LL.D.

Mrs. C. O. Hood.

Mr. James F. Almy.

Miss Annie M. Phelps.

Mr. Ross Turner.

The Class of February, 1857.

The Class of February, 1858.

The Class of July, 1858.

The Class of February, 1859.

The Class of July, 1859.

The Class of February, 1860.

The Class of July, 1861.

The Class of January, 1877.

The Class of January, 1883.

The Class of June, 1888.

The Class of June, 1891.

The Class of June, 1896.

The Class of January, 1897.

The Class of June, 1897.

The Class of 1898.

The Class of 1899.

The Class of 1900.

The Class of 1901.

The Class of 1902.

The Class of 1903.

The Class of 1904.

The Model School Class of 1903.

The Model School Class of 1904.

Certain students and friends of  
Miss Elizabeth Weston.

Certain students and friends of  
Miss Harriet D. Allen.

Other teachers and graduates, and  
others.

The following citizens of Salem have generously contributed to the decorations of the model school-rooms : —

Mrs. James F. Almy.

Mr. George A. Brown.

Mr. William O. Chapman.

Mr. Robin Damon.

Mr. William H. Gove.

Mr. George B. Harris.

Mrs. William M. Hill.

Mr. Frank A. Langmaid.

Mr. J. Henry Langmaid.

Mr. Arthur L. Lougee.

Mr. William Messervey.

Mr. John M. Raymond.

Mr. Ira Vaughn.

Mrs. Charles F. Whitney.

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Generous contributions to the library have been made by

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The Class of January, 1869.

The Class of January, 1870.

The Class of January, 1874.

The Class of January, 1875.

The Class of July, 1875.

The Class of January, 1876.

The Class of June, 1876.

The Class of January, 1880.

The Class of June, 1880.

The Class of January, 1881.

The Class of January, 1882.

The Class of June, 1883.

The Class of January, 1885.

The Class of June, 1885.

The Class of January, 1886.

The Class of June, 1886.

The Class of January, 1887.

The Class of January, 1889.

The Class of January, 1890.

The Class of January, 1891.

The Class of January, 1892.

The Class of June, 1892.

The Class of June, 1894.

Mrs. Thomas Hawken.

Many teachers and others.



## REGISTER OF STUDENTS.

1904 = 1905.

**Graduates. — Class XC. — June 21, 1904.**

Agnes Arabel Alexander, . . . . .	Gloucester.
Alexa Maria Anthony, . . . . .	Lynn.
May Josephine Barry, . . . . .	Malden.
Florence Lillian Black, . . . . .	West Somerville.
Rose Marjorie Bourne, . . . . .	Salem.
Mary Evangeline Bourneuf, . . . . .	Haverhill.
Mildred Cora Bulfinch, . . . . .	Swampscott.
Katherine Frances Cahill, . . . . .	Lynn.
Mary Margaret Callahan, . . . . .	Lynn.
Jennie Winslow Carey, . . . . .	Swampscott.
Hattie Cecilia Carlson, . . . . .	Malden.
Theresa Elizabeth Connelly, . . . . .	North Andover.
Agnes Veronica Cragen, . . . . .	Salem.
Julia Lauretta Cunningham, . . . . .	Lynn.
Lena Cushing, . . . . .	Salem.
Helen M. Dearborn, . . . . .	Everett.
Ellen Julia Delay, . . . . .	Somerville.
Bessie May Dresser, . . . . .	Salem.
Bessie Estelle Eayrs, . . . . .	Malden.
Irene Franklin Fellows, . . . . .	Ipswich.
Mary Agnes Finn, . . . . .	Lynn.
Elleanor Melvina Fitzgerald, . . . . .	Linden
Elsie Louise Fogg, . . . . .	Chelsea.
Sarah Beulah Frost, . . . . .	Malden.
Sally Garland, . . . . .	Gloucester.
Fanny Irene Goodhue, . . . . .	North Andover Centre.
Eugenie Goss, . . . . .	Lynn.
Minnie Griffiths, . . . . .	Danvers.
Nettie Isabel Haff, . . . . .	North Cambridge.

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Alberta Frances Hatfield,	Lynn.
Etta Howe Hicks,	Haverhill.
Marion Louise Howard,	Malden.
Edith Marion Howe,	Woburn.
Gertrude Augusta Huntington,	Newburyport.
Frances Cupples Jackson,	Malden.
Harriet Mary Jones,	Arlington.
Nellie Alice Kemp,	Chelsea.
Alice Elizabeth Lane,	Peabody.
Susan Elouise Lee,	Chelsea.
Marjorie Helen Lenox,	Cambridge.
Lizzie Adelaide Lewis,	Lynn.
Abraham Charles Lourie,	Boston.
Dora Lena Lourie,	Boston.
Eliza Procter Low,	Beverly.
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Winnifred Appleton Marshall,	Gloucester.
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Gertrude Philomine McCusker,	Cambridge.
Ruth Alma McKay,	Beverly.
Blanche Velma McKenne,	Middleton.
Margaret Angela Millea,	Salem.
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Edith May Webber, . . . . .	Waltham.
Charlotte Calhoun Wells, . . . . .	Amesbury.
Clara Emerson Wheeler, . . . . .	Gloucester.
Mary Veronica Williams, . . . . .	Lynn.
Marion Louise Wilson, . . . . .	Salem.
Constance Ethelwyn Yeames, . . . . .	Arlington.

*Certificates for One Year's Work.*

Grace Amira Allen, . . . . .	Westford, Vt.
Ada Dora Colbath, . . . . .	Whitefield, N. H.
Jennie Clifton Frost, A.B., . . . . .	Arlington.
Ella Frances Gould, . . . . .	Somerville.
Jeanie Jeanette Keir, . . . . .	Rochester, N. H.
Elizabeth Gertrude Saunders, . . . . .	Newmarket, N. H.
Lucy Maria White, . . . . .	Beverly.
Carrie Edna Willey, . . . . .	Montpelier, Vt.

**Post Graduate and Special Students.**

Bessie May Bailey, . . . . .	Sunapee, N. H.
(Tilton, N. H., Seminary.) Teacher.	
Jennie Winslow Carey, . . . . .	Swampscott
(Salem Normal School, 1904.)	
Clara Melvin Clement, . . . . .	Merrimac.
(Salem Normal School.) Teacher.	
Nelly Grant Cutting, . . . . .	Hamilton.
(Saxton's River, Vt., Academy.) Teacher.	
Anna Lenora Elkins, . . . . .	Salem.
(North Troy, Vt., Academy.) Teacher.	

Bertha Augusta Fellows, . . . . .	Lynn.
(Lynn Training School, 1891.) Teacher.	
Florence May Henderson, . . . . .	Salem.
(Haverhill High School, 1878.)	
Clara Coggins Hodgkins, . . . . .	Lamoine, Me.
(Hebron, Me., Academy, 1902.) Teacher.	
Carrie Beryl Johnson, . . . . .	Fryeburg, Me.
(Fryeburg, Me., Academy, 1903.) Teacher.	
Maud Bertha Kennerson, . . . . .	Melrose.
(Salem Normal School, 1901.) Teacher.	
Rose Elizabeth McIntire, A.M., . . . . .	Salem.
(Maine Wesleyan College, 1886.) Teacher.	
Grace Anna Trubett, . . . . .	Salem.
(Salem Normal School, 1904.)	
Marion Louise Wilson, . . . . .	Salem.
(Salem Normal School, 1904.)	

### Students of the Elementary Course.

Olive Mary Adams, . . . . .	Beverly.
Susie Marguerite Alexander, . . . . .	Lynn.
Myrtle Gertrude Allen, . . . . .	Malden.
Mary Agnes Arnold, . . . . .	Salem.
Florence Bertha Atkins, . . . . .	Somerville.
Ida Belle Bailey, . . . . .	South Lawrence.
Laura Helen Bailey, . . . . .	East Saugus.
Mary Isabelle Bailey, . . . . .	Haverhill.
Helen Edna Baldwin, . . . . .	Salem.
Ida Elizabeth Bancroft, . . . . .	Stoneham.
Helen Louise Barrett, . . . . .	Lynn.
Carrie Isabel Black, . . . . .	Ipswich.
Nona Ellen Blackwell, . . . . .	Somerville.
Eva Mary Bousquet, . . . . .	East Cambridge.
Hannah Amelia Boyce, . . . . .	West Peabody.
Amy Wyman Bradbury, . . . . .	Malden.
Florence Gertrude Bragan, . . . . .	Everett.
Emma Josephine Bresnahan, . . . . .	Medford.
Minnie Haynes Brown, . . . . .	Malden.
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Florence Elena Bunton, . . . . .	Cambridge.
Marguerite Cushing Buswell, . . . . .	Salisbury.
Gertrude Frances Byron, . . . . .	Medford.
Margaret Genevieve Callahan, . . . . .	Malden.
Mabel Clifford Carle, . . . . .	Malden.
Alice Veronica Carmichael, . . . . .	Cambridge.



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Anna Lois Childs,	Henniker, N. H.
Katherine Mary <sup>4</sup> Clarke,	Ipswich.
Bertha Greenwood Cole,	Salisbury.
Sadie Etta Cole,	Lynn.
Alice Veronica Connelly,	Cambridge.
Gertrude Connor,	Lynn.
Elsie Harriet Cooter,	East Cambridge.
Esther Costello,	Groveland.
Elizabeth Clare Couture,	North Cambridge.
Mary Margaret Crane,	Salem.
Ethel Florence Crocker,	Malden.
Rosa Alice Curran,	Haverhill.
Rebecca Chase Currier,	Somerville.
Lillian Anna Curtin,	Chelsea.
Alice Gertrude Dacey,	Arlington.
Isabella Kelly Daley,	Lanesville.
Pearl Frothingham Dame,	Medford.
Bertha Ruby Davis,	Medford.
Gladys Cecelia Davis,	Amesbury.
Irena Lucena Day,	Lynn.
Margarida Martha DeAvellar,	Somerville.
Sallimae Morrill Dennett,	Amesbury.
Annie Montague Dickey,	Danvers.
Jennie St. Claire Dickson,	Cambridgeport.
Catherine Lauretta Dinneen,	East Cambridge.
Abbie Susan Dodge,	Salem.
Annie Louise Dodge,	Salem.
Anastasia Emaline Donovan,	Wakefield.
Dorrice Downing,	Andover.
Katharine Sigrid Enlind,	Peabody.
Ethel Sleeper Evans,	Amesbury.
Mary Loretta Feeny,	East Cambridge.
Carrie Madella Feltham,	Amesbury.
Elizabeth May Ferguson,	Topsfield.
Ethel Mary Flanders,	Wakefield.
Josephine Patricia Follen,	Nahant.
Edith Faulkner French,	Haverhill.
Mary May Gainard,	Chelsea.
Gladys Adell Gale,	Henniker, N. H.
Ellen Gertrude Galvin,	Lynn.
Grace Lillian Gardner,	Somerville.
Mabel Alice Gauthier,	Cambridge.

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Ruth Low,	Wakefield.
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Lynda Viola Merrill, . . . . .	Somerville.
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Amy Brown Morrill, . . . . .	Amesbury.
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Mary Louise Norton, . . . . .	Malden.
Mary Evelyn Nutter, . . . . .	Beverly.
Elizabeth O'Brien, . . . . .	Marblehead.
Nora Anastatia O'Connell, . . . . .	Wakefield.
Mary Magdalene O'Donnell, . . . . .	Lynn.
Mary Frances O'Rourke, . . . . .	Peabody.
Susan Morse Paine, . . . . .	Salem.
Lottie Carroll Palmer, . . . . .	Amesbury.
Ethel Bird Park, . . . . .	Greenwood.
Bessie Maxwell Parker, . . . . .	Reading.
Phebe Harriet Patterson, . . . . .	Lynn.
Carrie Noyes Pease, . . . . .	Merrimac.
Mary Isabelle Perkins, . . . . .	Lynn.
Millicent Grace Perkins, . . . . .	Beverly.
Nellie Louise Quennell, . . . . .	Somerville.
Nellie Magdalene Quinn, . . . . .	Amesbury.
Edna Merriam Ramsdell, . . . . .	Lynnfield.
Florence Emma Ramsdell, . . . . .	Lynnfield.
Sadie May Reed, . . . . .	Lowell.
Alice Louise Reid, . . . . .	Somerville.
Edna Ricker, . . . . .	Lynn.
Elsie Marian Robbins, . . . . .	Salem.
Marion Elliott Robbins, . . . . .	Lynn.
Lucy Agnes Roper, . . . . .	North Cambridge.
Christine Alberta Ross, . . . . .	Lynnfield Center.
Josephine Florence Rowe, . . . . .	Cambridge.

Ethel Louise Sargent,	West Medford.
Julia Everett Sargent,	Amesbury.
Mabel Florence Sawyer,	Chelsea.
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Grace Foster Sneden,	Salem.
Grace Lillian Snow,	Everett.
Gertrude Josephine St. Clair,	Beverly.
Margaret Marie Sullivan,	South Groveland.
Ethel Stearns Swett,	Amesbury.
Florence Ellen Tadgell,	Salem.
Etta Murray Taylor,	Manchester.
Martha Anna Taylor,	Malden.
Martha Lois Taylor,	Chelsea.
Helen Barbara Tighe,	Plymouth.
Miriam Adelaide Tighe,	Salem.
Sarah Blackinton Titcomb,	Merrimac.
Helen Louise Tuck,	Chelsea.
Mabel Emily Turner,	North Reading.
Edna Selman Tutt,	Marblehead.
Rachael Louise Upham,	Melrose.
Louise Evelyn Urquhart,	Wakefield.
Elizabeth Cecilia Welsh,	North Cambridge.
Mildred Frost Williams,	Danvers.
Elizabeth Ellen Whitcomb,	Chelsea.
Amy Florence Wilson,	Pigeon Cove.
Edith Smith Wilson,	Beverly.
Clara Witham,	Everett.
Frank William Woodlock,	Allston.
Gertrude Amelia Woolner,	Chelsea.
Marion Young,	Lynn.

### Summary.

Post-graduate and special students,	13
Students of the elementary course,	185
	<hr/>
	198
Whole number of students from the opening of the school,	5,073
Whole number of graduates,	2,703
Number of certificates for one year's work,	36



## Certificate Required for Admission to a Preliminary Examination.

\_\_\_\_\_ 1905.

\_\_\_\_\_ has been a pupil in the  
\_\_\_\_\_ School for three years, and is, in my judgment,  
prepared to pass the normal school preliminary examination in the following group  
or groups, of subjects and the divisions thereof:—

Group II. \_\_\_\_\_ Group IV. \_\_\_\_\_

Group III. \_\_\_\_\_ Group V. \_\_\_\_\_

Signature of principal or teacher, \_\_\_\_\_

Address, \_\_\_\_\_

## Certificate of Graduation and Good Character.

THIS IS TO CERTIFY that M \_\_\_\_\_  
is a regular graduate of a four years' course of the \_\_\_\_\_  
\_\_\_\_\_ High School, and that, to the best of my knowledge  
and belief, \_\_\_\_\_ he is a person of good moral character.

\_\_\_\_\_ *Principal.*

\_\_\_\_\_ 1905.













**STATE NORMAL**

**SCHOOL**



**SALEM**

**MASSACHUSETTS**

NOV 15 1916

**FIFTY-SECOND YEAR**

**1905 . . . 1906**









STATE NORMAL SCHOOL — SALEM, MASS.

FIFTY-SECOND YEAR

OF THE

STATE NORMAL SCHOOL

AT

SALEM, MASS.



1905-1906.



BOSTON:  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 POST OFFICE SQUARE.

1906.

APPROVED BY  
THE STATE BOARD OF PUBLICATION.

# STATE BOARD OF EDUCATION.

Established 1837.

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HIS HONOR EBEN S. DRAPER.

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ELLA LYMAN CABOT, . . . Boston, . . .	May 25, 1907.
ALBERT E. WINSHIP, Litt D., . Somerville, . . .	May 25, 1908.
THOMAS B. FITZPATRICK, . . Brookline, . . .	May 25, 1909.
CAROLINE HAZARD, A.M., Litt.D., Wellesley, . . .	May 25, 1910.
JOEL D. MILLER, A.M., . . Leominster, . . .	May 25, 1911.
KATE GANNETT WELLS, . . Boston, . . .	May 25, 1912.

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HELEN HOOD ROGERS, . . . . .	Reading, Physical Training.
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MAUD SARAH WHEELER, . . . . .	} Fifth, Sixth, Seventh and Eighth Grades.
MABEL TOWNE BURNHAM <sup>1</sup> (JEANIE J. KEIR, Sub- stitute), . . . . .	
MAUDE MULLER BRICKETT, . . . . .	
BESSIE JORDAN WELCH, . . . . .	
MABEL LUCILE HOBBS, . . . . .	Fourth Grade.
MARY ELIZABETH JAMES, . . . . .	Third Grade.
DELIA FRANCES CAMPBELL, . . . . .	Second Grade.
HELEN MERRILL DILLINGHAM, . . . . .	First Grade.
LOUISE FARRINGTON, . . . . .	Kindergarten.
ALICE MARTHA WYMAN (Assistant), . . . . .	Kindergarten.

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<sup>1</sup> Absent on leave.

## CALENDAR FOR 1906=1907.

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### **Spring Recess.**

From close of school on Friday, March 30, 1906, to Tuesday, April 10, 1906, at 9 20 A.M.

### **Graduation.**

Tuesday, June 26, 1906, at 10.30 A.M.

### **First Entrance Examinations.**

Thursday, June 28, 1906.

8 30-9.30 A.M. — Registration.

9.30-11.30 A.M. — Group I.

11.30 A.M.-12.30 P.M. — Group III.

2-4 P.M. — Group IV.

Friday, June 29, 1906.

9.30-11.30 A.M. — Group II.

11.30 A.M.-12.30 P.M. — Group V.

### **Second Entrance Examinations.**

Tuesday and Wednesday, Sept. 11 and 12, 1906.

(Hours and order as above.)

### **Beginning of School Year.**

Thursday, Sept. 13, 1906, at 9.20 A.M.

### **Thanksgiving Recess.**

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

**Christmas Recess.**

From close of school on Friday, Dec. 21, 1906, to Tuesday, Jan. 1, 1907,  
at 9.20 A.M.

**Beginning of Second Half-year.**

Tuesday, Jan. 29, 1907.

**Spring Recess.**

From close of school on Friday, March 29, 1907, to Tuesday, April 9,  
1907, at 9.20 A.M.

**Graduation.**

Tuesday, June 25, 1907, at 10.30 A.M.

**First Entrance Examinations.**

Thursday and Friday, June 27 and 28, 1907.

(Hours and order as above.)

**Second Entrance Examinations.**

Tuesday and Wednesday, Sept. 10 and 11, 1907.

(Hours and order as above.)

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NOTE. — The regular weekly holiday of the school is on MONDAY, but the practice schools conform to the practice of the other public schools in Salem, and have their holiday on SATURDAY. The practice schools open the second week in September and close on June 30. Vacations during the school year are from Christmas to New Year's, inclusive, and for the week beginning with the first MONDAY in April.

The telephone call of the school is "Salem, 375."

## In Memoriam.

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WALTER PARKER BECKWITH, the fourth principal of the Salem Normal School, was born in Lempster, N. H., Aug. 27, 1850. After the fashion of the time and place, his education was begun in the district school of his native village and continued in the academy of a neighboring town, — Kimball Academy, Meriden, — where he was fitted for college. In 1871 he entered Tufts, and upon the completion of his course of study became principal of the high school in Chicopee, Mass. Two years later, in 1878, he was elected superintendent of schools in Adams, and in 1896 was appointed principal of the State Normal School at Salem.

His service as principal of this school extended over a period of nine years, — from the opening of the school year in September, 1896, to his death, in October, 1905. In December of the former year occurred the removal to the new building, and the change in location was followed by other changes. The opening of the school to boys, the discontinuance of the advanced course of study and the improvement and enrichment of the regular course, the establishment and organization of the model school, including the kindergarten, the offering of special courses of study for teachers and college graduates, and the steady increase in the number of students, were the more noteworthy of these changes, and constitute the leading external features of his administration.

The cause of education received from him during these years other service than the skilful discharge of the technical duties of the principalship. He was constantly called upon to address larger or smaller gatherings of teachers; and many are the clear discussions, the kindly yet uncompromising criticisms, the helpful words, that linger in the memory of his hearers or are pre-

served on the printed page for the benefit of future readers. Non-educational bodies, also, made their demands upon him, for he was a keen observer of men and things, a fearless and original thinker, and his opinion always carried weight.

His associates recall with affection the many sterling qualities of his character; his personal interest in the students under his charge, and the intuition and ready sympathy that characterized his dealings with them; his generous loyalty to his co-workers; his untiring devotion to the school and the advancement of its best interests. They read with appreciation of his early life, — of the mental vigor, the executive ability, the grasp of affairs manifest even in his boyhood; and they would commend to all future students of this school the leading characteristics of his student life, as discerned by a friend of his college days, — self-reliance, industry, thoroughness.









THE MAIN HALL.

# STATE NORMAL SCHOOL, SALEM, MASS.

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## HISTORICAL SKETCH.

The State Normal School at Salem was opened to students Sept. 12, 1854. It was the fourth normal school established by the State of Massachusetts. Indirectly it was the outcome of steps taken to provide a new location for the first normal school in the State, which was opened at Lexington. The old school was not transferred to Salem, but the Legislature directed the State Board of Education to establish a new one in Essex County, and this city was finally chosen as its location.

The first building of the school stood at the corner of Broad and Summer streets. Its cost, including site and equipment, slightly exceeded \$20,000. The city of Salem erected the building, and received in partial compensation the State appropriation of \$6,000, and a contribution of \$2,000 from the Eastern Railroad Company. The building was enlarged and improved in 1860, and again in 1871.

After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools. The Legislature of the Commonwealth consequently made generous provisions for a new building. Work was begun in November, 1893, and the building was first occupied by the school Dec. 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

## THE SCHOOL BUILDING.

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn

and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus, the toilet and play rooms for the pupils of the model schools, besides a fine gymnasium with its adjoining dressing room; the industrial laboratory, bicycle room, lunch room, and store rooms for supplies and materials.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the practice schools. The rooms for these schools — nine in number, besides six recitation rooms connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate 350 pupils.

The central portion of the second floor is occupied by the assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of the floor contains the principal's office, reception room, faculty room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two rooms on the north side furnish admirable accommodations for the work in drawing.

The size and lighting of the rooms are conspicuous features of the building. The corridors are also noticeable for their width and cheerful aspect. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's









office speaking tubes radiate to all the important rooms; while a program clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of oak, and all the furniture of the building is in keeping.

### DECORATIONS.

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of the refining and educative value.

There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. Such works of art, well chosen and hung, may exert a helpful influence in other branches of study as well as in art.

With these thoughts in mind, the pictures and casts in the building were selected and placed in the various rooms and corridors, and they have served their purpose thus far in creating a taste for and an appreciation of good things.

There are many pictures of historic interest, cathedrals, colonnades, arches and temples, which have proved of value in geography and history. There are photographs from works of masters such as Corot, Millet, Mauve, Jacque, Israels and others, which are full of helpful suggestions in literature, language, and nature study.

These works of art have been presented by the State, by students and teachers, and by generous friends of the school, to whom due acknowledgment is made upon another page.

### OFFICERS OF THE SALEM NORMAL ASSOCIATION, 1904-1907.

*President.* — Mrs. MARY (CATE) SMITH, West Roxbury (Class XLV.).

*Vice-President.* — Miss JESSIE P. LEAROYD, Danvers (Class LI.).

*First Secretary.* — Miss MABEL T. BURNHAM, Essex (Class LXXXIV.).

*Second Secretary.* — Miss DOROTHEA C. SAWTELLE, Peabody (Class LXVIII.).

*Treasurer.* — Miss MAUD S. WHEELER, Salem (Class LVII.).

*Directors.* — Mrs. MARY (COMEY) TENNEY, Brookline (Class LXIX.); Miss E. ADELAIDE TOWLE, Salem (Class XXVIII.); Miss MARY J. VINTON, Cambridge (Class XLVIII.); Mrs. FANNIE (PHILIPS) ANDREWS, Boston (Class LVII.); Miss ELIZABETH W. RICHARDSON, Salem (Class LXI.).

### THE TEACHERS AND STUDENTS.

The school during its history has had five principals and seventy-three assistant teachers. The development of the practice schools began in 1897, and with them twenty-one persons have been connected as teachers. Fifteen teachers are now required in the normal school and ten in the practice schools.

More than five thousand students have attended the school, of whom fifty-four per cent. have received either certificates or diplomas. The proportion of those who complete the course has been increasing steadily in recent years.

### REQUIREMENTS FOR ADMISSION.

Candidates for admission must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined: —

- (1) By their standing in a physical examination.
- (2) By their moral character.
- (3) By their high school record.
- (4) By a written examination.
- (5) By an oral examination.

### Physical Examination.

The State Board of Education adopted the following vote March 7, 1901: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.







### Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

### High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

### Written Examination.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*):—

I. *Language*.—(a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics*.—(a) Algebra and (b) plane geometry.

III. *United States History*. — The history and civil governments of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science*. — (a) Physiology and hygiene and (b) and (c) any two of the following, — physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music*. — (a) Elementary mechanical and freehand drawing with any one of the topics, — form, color and arrangement, and (b) music.

### **Oral Examination.**

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

### **General Requirement in English for All Examinations.**

*No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.*

### **Special Directions for the Written Examinations.**

#### *Group I. — Language.*

(a) *English*. — The subjects for examination in English will be the same as those agreed upon by the colleges and high technical schools of New England, and now quite generally adopted throughout the United States.







1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book *properly certified by his instructor*, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination are: —

1906, 1907 and 1908. — Shakespeare's *Macbeth* and *The Merchant of Venice*; *The Sir Roger de Coverley Papers* in *The Spectator*; Irving's *Life of Goldsmith*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe* and *The Lady of the Lake*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine* and *The Passing of Arthur*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong. The books set for this part of the examination are: —

1906, 1907 and 1908. — Shakespeare's *Julius Cæsar*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Addison* and *Life of Johnson*.

(b) *Either Latin or French.* — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.



## II. — *Mathematics.*

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

## III. — *United States History.*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised — also in English history so far as this history bears conspicuously on that of the United States.

## IV. — *Science.*

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany and Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary

facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

#### V. — *Drawing and Music.*

(a) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, — including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, chromatics, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or time phrases sung or played.

#### Division of Examinations.

Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, *each group to be presented in full*: —

- II. Mathematics.
- III. United States history.
- IV. Sciences.
- V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at end of this catalogue.)

The group known as *I. Language* must be reserved for the final examinations. It will doubtless be found generally advisable in

practice that the group known as *IV. Science* should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

### **Equivalents.**

Persons desiring to enter the school, whose course of study has been equivalent to, but not identical with, the requirements of admission are advised to correspond with the principal. Each case will be considered upon its merits, and in deciding the question of admission there will be a serious effort to give all the credit that is due. Experience in teaching, according to its amount and kind, is regarded as very valuable.

### **Special Students.**

College graduates, graduates of normal schools, and other persons of suitable attainments, also those who have had considerable experience in teaching, may by arrangement with the principal select a year's work from the regular program. If this work embraces not less than twenty recitation periods per week, and includes the course in advanced pedagogy, the student will receive a certificate for the same upon its satisfactory completion.

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in desiring to enter the school is required, and those who do not intend to remain at least one-half year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will

be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from a half year's work. Some of our most earnest students have been of this class. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.

### **Students from outside the State.**

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be admitted as students on payment of fifty dollars per year, of which sum one-half is payable at the beginning of the year, and the other half at the middle of the year.

### **Elementary Course of Study.**

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic and book-keeping, algebra, plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training, manual training.



II. (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

### **Conditions of Graduation.**

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. While the fact is recognized that predictions regarding the success or failure of normal school students as teachers always involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the application of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the standpoint of personality.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

### **THE MODEL AND PRACTICE DEPARTMENT.**

[MISS PAINE, Critic.]

In co-operation with the school committee of the city of Salem, the State normal school maintains in its building a system of model and practice schools, beginning with a kinder-







garten, and intended to train pupils to the point of entering the local high school. The system is now complete, and the third class, consisting of fourteen members, graduated last summer. The teachers are nominated by the principal of the normal school, with the approval of the Board of Visitors, and they are elected by the city school committee. The assignment of pupils is in the hands of the local authorities, and the children do not constitute a picked company.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they are to be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the art of teaching may here exemplify the theory in which the normal students are taught. About half of the instruction from the fifth grade upwards is arranged upon the departmental plan, and a large part is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it easy to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service. While nothing is allowed to stand in the way of obtaining the most satisfactory results, it is believed that both directly and indirectly the students of the normal school derive great advantage from their association with the teachers and pupils of the practice schools.

**AIM AND SCOPE OF THE COURSE OF STUDY.****Literature.**

[Miss OLDHAM.]

Three periods per week throughout the first year and one throughout the second year are devoted to this work. This assignment of time is based upon the belief that literature constitutes a very important branch of one of the great divisions of thought-giving material, and that it is worthy of an earlier and more extended treatment than it commonly receives in the public schools. It is believed that it is reasonable to expect a marked growth of appreciative power and insight from the high school graduates who constitute the junior class in this school. It is difficult to estimate justly and surely the increase of such ability, but the prime aim is to promote it.

Such a result will make the future teachers more inspiring and helpful to their pupils; and, while the course cannot fail to broaden the acquaintance and sympathy of the normal students with all kinds of good literature, the methods of using the same in all kinds and grades of schools will not be overlooked.

Believing that literature should and will hold a more prominent place as subject-matter in school courses of study, there will be an attempt so to conduct this department as to formulate, during the senior year, a suggestive course in literature suitable to the interest and profit of pupils in the primary and grammar schools.

**English Language and Grammar.**

[Miss LEAROYD, — Miss BAKER.]

In the second year three periods a week are devoted to English. An effort is made to interest the students in the systematic study of English, and to arouse in them an appreciation of the value of a skilful use of language both in speech and in writing.

In the first part of the year the different forms of discourse and the principles which govern their construction are considered, and illustrated by selections from good authors and by the work of the students themselves. The class are required to give short talks and to write themes which involve explanation, de-



scription and narration. Frequent oral and written criticisms are required from the members of the class, to the end that they may be trained to judge the work of others intelligently and justly. The students gradually assume the responsibility of the work in the classroom, and thus gain skill in planning, confidence in discussion and ease in speaking.

Suggestions are constantly given as to the subject-matter and methods to be used in the lower grades, in order to guide pupils in the knowledge and use of English. In the model schools the students have the opportunity to see the practical application of some of these suggestions. A course of study is planned with the class, so that they may see the relation of parts of the work to one another, and the progress made from year to year.

In the second half of the year sentences and words receive attention. The requirements of good sentence structure and of "good use" as applied to words are considered. Students are urged to improve their use of English, both for their own sake and for the sake of the pupils whom they will have in charge. Grammar is also studied at this time. The analysis and synthesis of sentences precede the study of the parts of speech in detail. It is intended that the class shall be thoroughly grounded in the elements of grammar, and understand the aims in teaching grammar and the best means of accomplishing these ends.

### **Reading and Voice Training.**

[MISS ROGERS.]

The work of this department is two-fold, including: (1) the personal training and culture of the student; (2) the training in methods of teaching reading in primary and grammar schools.

During the first year the work is directed toward the personal improvement of the student. The selections for oral reading lessons are taken from the authors studied with the teacher of literature. This is an attempt to impress, in a practical way, the fact that appreciation of the beauty and meaning of literature is the basis of intelligent reading. Three purposes are kept in mind: to develop the power of getting the thought of an author, to create a desire for revealing it to others, and to acquire skill in its expression.



In the second year attention is directed to the pedagogical aspect of the subject. Students are not taught to depend upon one "method" of teaching reading. The aim is rather to familiarize them with typical methods, as the alphabetic, word and phonetic, and to give them certain practical tests by means of which any popular system may be examined and judged. It is hoped in this way to lead students to be broad-minded enough to teach with enthusiasm any method now in use, knowing that success depends upon the sympathy and wisdom of the teacher, rather than upon the method. Schools in which various methods are used are visited by the students, who report observations to their class-mates. Text-books are reviewed, programs for reading and literature in the grades are examined, and several books treating of reading and the voice are read. Typical lessons on the use of the dictionary and reference books are presented. Some practice is given in story-telling and interpreting poems to children. Phonetics from the teacher's standpoint is studied in connection with Professor Robbins's pamphlet on that subject.

During both years of the course a small amount of time is devoted to vocal gymnastics and the mechanical side of reading.

### **Elementary Latin.**

A course will be offered annually, if a reasonable number of students desire it, for the benefit of special and advanced students who wish to be prepared to teach Latin in the upper grades of the grammar schools. Three years of good work in Latin will be necessary for those who take the course, and more is desirable. The course will deal chiefly with methods of teaching, and with that purpose in view the amount of previous study, above indicated, will be assumed.

### **Elementary Numbers and Arithmetic.**

[Miss BAKER.]

These two courses extend throughout the senior year, the first half being devoted to the primary work and the second to that which is more advanced.

*Elementary Numbers.* — As concepts result from an acquaintance with visualized form, this work is based entirely on objects.

Number is the measure of quantity. Quantity is symbolized in geometrical material, and measuring is the controlling element of the system. The units of measurement are the inch, square inch and one inch cube, the objective work thus being put into the three realms of length, surface and volume. All abstract combinations are preceded by constructive effort, and, in fact, construction goes hand in hand with measuring in forming the basis of the system.

*Advanced Arithmetic.*—This subject is understood as including percentage and the applications of percentage, mensuration properly belonging to geometry, and evolution and involution to algebra. Hence commission and brokerage, banking, stocks and bonds, and interest, are some of the important parts of the work. It is not the purpose to treat these topics after the manner of a commercial school, neither is it intended to deal with them in an impractical way, inconsistent with that of the business world. The aim is to treat them as they occur in actual transactions, irrespective of text-book boundaries. It is believed that the financial column of a newspaper should not be wholly unintelligible to a pupil leaving the grammar school.

Students are required not only to give teaching exercises in their classes in the normal school, but also to present the same exercises to classes in the model schools.

### Geometry.

[Miss MARTIN.]

The course is planned to include (1) a review of demonstrative geometry and (2) a detailed study of concrete or observational geometry. The two are carried along together.

In the demonstrative work special attention is given to securing exactness in reasoning and in expression and to helping students towards that mastery of the subject which may reasonably be expected of teachers in the elementary schools. In this connection the origin and development of the science are made a matter of study, and the scope and plan of the ordinary text-book in geometry are noted. The general object in this part of the work is to confirm and supplement and make exact the student's knowledge, to broaden his outlook, arouse fresh interest,

and awaken a sense of the teacher's responsibility towards the subject.

The course in concrete geometry develops the elementary definitions, and such of the simpler truths of the science as lend themselves to objective treatment. A topical outline in the hands of students furnishes a basis for discussion of methods of work and the selection and arrangement of material. The leading text-books in this department are reviewed, and to some extent practically tested. Laboratory work and field work are prominent features. The general aim is to put students in possession of approved methods of teaching in elementary schools those parts of geometry which by general consent are adapted therefor.

### **Algebra.**

[Miss MARTIN.]

The general purpose is to review and supplement the student's knowledge of the subject-matter, and to establish clear and simple methods of teaching the more elementary topics. This involves (1) a thorough study of the processes underlying the solution of simple equations and the simpler forms of quadratics, (2) the discussion of methods of solution of equations of these types, and (3) the discussion of problems involving such equations, together with devices for making real to a class of beginners the conditions of a problem. The aim is to develop facility in algebraic operations, to give an intelligent grasp of the subject-matter, and to form the habit of regarding it from the teacher's point of view.

### **United States History.**

[Miss DEANE.]

The study of United States history is taken up in the second year of the course. Sufficient work is done to indicate the right methods of teaching and studying history in general. The time does not permit the entire field to be thoroughly covered, but with this limitation, for purposes of illustration selected periods and events are studied. The aims are to show the students how to increase their own knowledge of the necessary subject-matter,

and to demonstrate the suitable method of procedure in the public schools.

The work follows a topical analysis. These topics are developed in various ways, — sometimes in more detailed outlines, again as recitations, and sometimes as written themes or oral debates, or by the aid of questions.

An acquaintance with the works of standard authors, with the best methods of research, and with the proper manner of study, is sought. The school library is well equipped with reference books, and desirable additions are constantly being made. The students are also encouraged to make use of material from the public libraries at their own homes, and of the historical museums which are easily accessible.

Topics of current interest are given attention, and thinking along lines of public welfare is encouraged. The elements of civil government have their place in the outlined course, and the attempt is made to render all work in this field as practical as possible.

### **Chemistry and Physics.**

[MR. ADAMS.]

*Objects.* — (1) Training the student to observe; to express what has been observed, — orally, by writing and by drawing; to draw correct conclusions from his own observations and from data collected by others; to follow directions; to manipulate apparatus skilfully; to acquire habits of carefulness, accuracy and neatness. (2) An acquaintance with the most important facts of the science; certain laws and principles based upon these facts; some practical applications of these principles in machines and appliances useful to man; a knowledge of certain manipulations and processes, and the properties, uses and manufacture of the more common elements and compounds. (3) Familiarity with the method of teaching by experiments; the art of correct questioning; ability to stand before others and guide their thinking.

*Means.* — The ends enumerated are secured by a course of experiments selected and arranged so that most of the work can be done by each individual. Each student is provided with a note-



book, and has a separate compartment at the laboratory bench. The chemical laboratory is equipped with slate tables, hot and cold water and individual fume closets. The physical laboratory is arranged for experiments in quantitative work. Both laboratories connect with a large lecture room, provided with roller shutters for darkening the room, and an electric lantern.

The students have considerable practice in presentation work before their classmates, and in examining them on the experimental work.

While a part of the work is qualitative in nature, a considerable amount of quantitative work is done in both subjects, to give skill in accurate measuring and weighing.

Constant emphasis is laid upon the necessity of viewing the work from the standpoint of the teacher. This practice gives professional value to the course, which cannot be obtained by work that is wholly academic.

### Geology.

[MR. MOORE, — MR. ADAMS.]

The course in geology is of a rather general character. It aims to give a broad view of earth phenomena. While some familiarity with the technicalities of the science is sought, the emphasis is placed upon the knowledge which will be valuable to teachers in the public schools. Incidentally, the training and experience gained in this work are found helpful in the next year in the study of geography. The course includes a study of minerals, rocks, soils, glacial phenomena and river and wave action.

The work is planned from the standpoint of the mature student, but its application to the teaching of children is never lost sight of. For this reason, the formal, logical order in which the elements of a science are usually presented in secondary school text-books finds a place, if anywhere, only in summaries and reviews. The work proceeds instead in the more natural order in which the study of earth processes ought to be pursued with children.

The locality in which the normal school is situated offers unusual advantages for the study of earth forces and earth materials. Out-door lessons are given, to show how to discover







and interpret geological and geographical phenomena. These lessons not only prove valuable in stimulating the powers of observation, but they illustrate the kind of work which it is hoped will sooner or later find its way into the elementary schools.

### **Botany.**

[Miss LEAROYD.]

The course aims to suggest how to study plants in a simple and interesting way with children, rather than to give a thorough knowledge of the science of botany; although an effort is made to teach the subject accurately and systematically, and as thoroughly as the time will allow. Continuing the subject throughout the year gives an opportunity to study plant life in all its phases.

First the students are trained to cultivate the power of observation and of expression, by examining specimens in the laboratory and reporting the results of their observation. Discussions in the classroom show them where they have failed to observe keenly, and how they may draw inferences by comparison. Occasional field trips arouse their enthusiasm, and show them the necessity of an intimate acquaintance with plants in their natural surroundings. In general, the classification of plants, their life-history and their relation to their surroundings receive attention. Considerable work is done with the microscope, and a good variety of books is supplied to supplement the work in the field and in the laboratory. A close relation is maintained between drawing and plant study.

As soon as students have gained power in acquiring information from material at hand and from books, they are instructed how to convey it to the class in an informal, logical and interesting manner. They are then taught how to lead a class of beginners to observe from specimens by giving directions and asking questions, and during the last six months they give most of the lessons in the class room.

Whether the students are capable, at the end of the year, of leading children to gain an acquaintance with nature, depends in large measure upon the spirit in which they have undertaken and accomplished the work.

### Geography.

[Mr. MOORE.]

The course in geography is primarily a study of methods of teaching. The insufficient preparation of the pupils and the lack of time in this course limits the work, however, to the most fundamental topics. But whether it be in the acquisition of facts which serve as the basis for the professional discussion, or in the specific problem of how to present a lesson to children, right methods of teaching are emphasized.

This school possesses many advantages for the study of geography. The building is most favorably situated in a locality rich in geographical illustrations. In one direction are found the agricultural and pastoral conditions typical of a rural community, and in another the important industrial and commercial features of city life. The influence which the natural features exert upon the life of the people is clearly shown, and the home locality epitomizes the geographical relations existing throughout the world.

Another advantage is the close connection which exists between the normal and model schools. What is actually done in the classes of children taught and supervised by the normal school instructor is made the basis of professional discussions. A marked result is the intimate agreement which exists between theory and practice.

Geography is a study of relations. In all the work, therefore, in both the model and normal schools, prominence is given to the control which relief and climate exert upon the life of the people. At every point the understanding is called upon to aid the memory, and geography thus changes from a subject furnishing only information to a study in which reasoning holds an important place.

In the study of the home locality the fundamental principles which underlie the teaching of all geography receive a comprehensive treatment. In fact, as the home locality illustrates to a greater or less degree the world in miniature, so the teaching of the local surface features exemplifies the methods to be followed in the study of the whole earth as the home of man.





THE GEOGRAPHY ROOM.





The intelligent reading of maps and the full use of good pictures are, next to a study of the home locality, the most important topics of a general nature in this course. The successful interpretation of the map symbols, in fact, depends upon the thoroughness with which the study of the home locality has been pursued in connection with the local map, and upon the close association which has been made between the pictures of distant places and their symbolic representation. To read a map intelligently is to know geography.

### Zoölogy.

[MISS GOLDSMITH.]

The purpose of the work in biology is to give the students as clear an idea of evolution as is possible in the time allowed, and to lay a broad foundation for a comprehensive understanding of the study of human physiology.

For the accomplishment of this purpose the course begins with the lowest forms of animal life, and continues with the more complex organisms in the order of their development.

In each stage of development the characteristics of type forms are emphasized. Allied forms are considered in connection with the type forms.

In the laboratory, by dissection and careful observation, both external and internal organs are studied with reference to their structure, position, relation and function, together with the special office of each in the animal economy. Additional knowledge is gained by reading and drawing.

There are frequent discussions of the problems of heredity, of environment and adaptation to environment, and of the survival of the fittest. These lead to a clearer insight into the forces at work which influence the life and structure of the various forms of the animal kingdom.

Practice in the application of the principles taught is intended to prepare those who are to become teachers to meet the requirements of the public schools.

The fine collection of specimens at the Peabody Academy of Science affords unusual facilities for the pursuit of this branch of study.

In the spring, opportunities are given to become familiar with the common birds and their songs.

The aim of the work in biology is to fit the normal students to lead children to love and care for God's creatures; to observe their habits more closely, thereby learning lessons in industry, perseverance, patience and fidelity; and to give them a keener appreciation of the wonders and the beauty of the abundant life with which we are surrounded.

### **Nature Study.**

[Miss WARREN.]

From the courses in botany and zoölogy of the junior year the pupils have gained some knowledge of the theory of evolution, and have learned many important facts concerning both plant and animal life.

The aim of the work in nature study is to find a way in which to interest the child in the life of the wonderful world about him, and through this growing appreciation to awaken the desire to find out things for himself; also, to correlate the knowledge gained by the study of his environment with his work in literature and art.

The child must first see things before he can reason about them. Unconsciously through this reasoning valuable lessons are learned, and by a better understanding of the great truths of nature, he gains a broader conception of life.

The value of the work depends upon the spirit in which it is undertaken. The habit of observation and inquiry will lead to a sympathy with nature that will be not only a source of happiness, but will tend to an enrichment of life.

### **THE MANUAL ARTS.**

[Mr. WHITNEY.]

#### *Drawing.*

Since drawing is a mode of expression, a language positively necessary in school life and in life outside the schoolroom, the student in the normal school finds ample opportunity and occasion for its use.

A CLASS IN THE MANUHI ARTS







The subject is not treated as an end to be obtained, but as a means to this end, — for its educational value in developing free expression, self-activity and spontaneity on the part of the pupil.

No definite outline of work in drawing is planned for the students in the normal department of the school, but a correlation with the other studies in the curriculum is found absolutely necessary; thus a very broad field for its use presents itself. If the pupil in the normal school discovers by the constant use of drawing its value to him as an individual and as a pupil, he will desire to draw, and will appreciate its value to the child in the grades when he becomes a teacher.

Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupil has the opportunity of consulting these, and of observing their application in the work with children.

In studying drawing for its value in a general education, we find that the branch of science involves the necessity of making and reading structural drawings and that nature study demands constant expression, a study of form, growth, movement and color, and a representation of appearance both in outline and in color.

The geography and history require frequent expression, and a ready response of the hand to the thought of both pupil and teacher. In this connection the study of landscape sketching and composition are valuable.

The language and literature afford a broad field for illustrative sketching, for picture study and for other branches of drawing and observation, which will help to develop an æsthetic appreciation of art.

The pupil who can illustrate a problem in number, arithmetic or geometry makes the facts in the problem much more definite and vital to himself and to the class.

In such ways as those suggested above, the department of drawing in the Salem Normal School aims to make itself helpful in meeting the problems of school life, and is found complementary to the other studies in the course.

*Blackboard Sketching.*

A course of lessons in free blackboard sketching is given each year, as it is found a very important accomplishment for the grade teacher. Such work awakens interest, holds the attention, and cultivates on the part of the child a desire to express himself in the same free and spontaneous manner.

These blackboard lessons include the necessary strokes and exercises preliminary to sketching, and their application to the drawing of any common object or sketch which will picture to the child the topic under consideration. They include also school calendars, illustrative sketches for festivals, holidays and important events in history, as well as sketches useful in number, reading, geography, etc.

*Lectures.*

Occasional lectures are given by the State supervisor of drawing and others upon important subjects influencing drawing in the public schools, and upon more general topics in art. To these are added a short course on the history of art, touching the various historic periods from Egypt to the Renaissance.

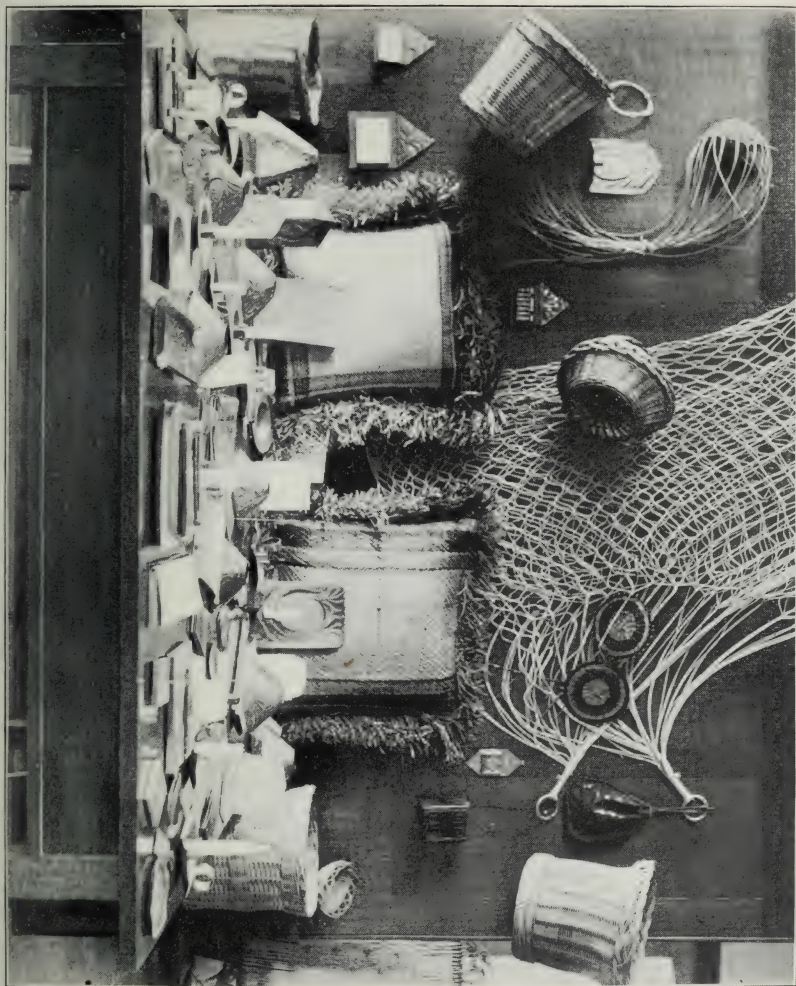
*Constructive or Manual Work.*

This course consists of the use of problems in constructive drawing and design, not as an end, but for the making of good and useful objects which the needs, interests and surroundings of the pupil in the school or home may suggest.

It is not a course based on a stereotyped set of models or problems, but one in which the problems are evolved from day to day by the conditions which may arise, — problems which may be suggested by some other lesson, discussion or event in the school. Occasionally these problems deal with the individual needs or interests of a pupil, and again relate to the life of the class or school as a whole.

The work includes weaving, basketry, leather and metal work, and various other lines of applied design.

This line of industry develops a wide range of thought, imagination and activity. It renders a drawing intelligible through experience, and is conducive to the cultivation of reasoning, power and skill.







## Music.

[Mr. ARCHIBALD.]

The work in this department is designed to enable students to teach such principles of music as will apply to the several grades of the public schools.

Tune, time, technique and the æsthetics of music are considered. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered:—

(a) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(b) Musical appreciation through the listening to good music performed by the students, and incidentally the study of famous composers and musical form.

(c) Chorus singing in preparation for the graduation exercises.

## Physiology and Hygiene.

[Miss WARREN.]

The work in physiology being a continuation of the work in biology, the same general plan is followed. The main point in the consideration of the subject is hygiene.

To know how to care for the human body that the best results may be obtained, it is necessary:—

1. To consider it as a whole.

2. To become familiar with the functions of the organs and with their mutual dependence and co-operation.

The laboratory method is continued in this branch of study. The dissection of a mammal as a complete organism, and of individual organs of different animals, throws much light upon the structure and functions of corresponding organs in man.

A life-sized manikin, a human skeleton and microscopic slides are valuable aids in the work of anatomy.

Each of the following systems, the respiratory, the circulatory, the digestive, the excretory, the nervous, the muscular and the osseous, is studied in detail. The intimate relation of each system to the others, and the importance of keeping each in a healthy



condition to ensure an harmonious whole, are strongly emphasized.

In addition, attention is given to the special senses, particularly to the structure and hygiene of the eye and ear.

The effect of alcohol and tobacco upon the human system is taken up in connection with the consideration of the organs and their functions.

One practical application of the knowledge obtained in the class room is the intelligent treatment of emergency cases.

Special stress is laid upon the hygienic effects of clothing, bathing, food, sleep, recreation and rest.

As the body is the instrument through which mind finds expression, a better understanding of its mechanism and of hygiene is very important for those who are to take up the teacher's profession, that they may be instrumental in helping the young to a more harmonious and effective physical development.

### **Physical Training.**

[Miss WARREN, — Miss ROGERS.]

In the work of physical training the Swedish system of gymnastics is employed. Physical exercise has a two-fold purpose; it invigorates the body and relieves mental tension.

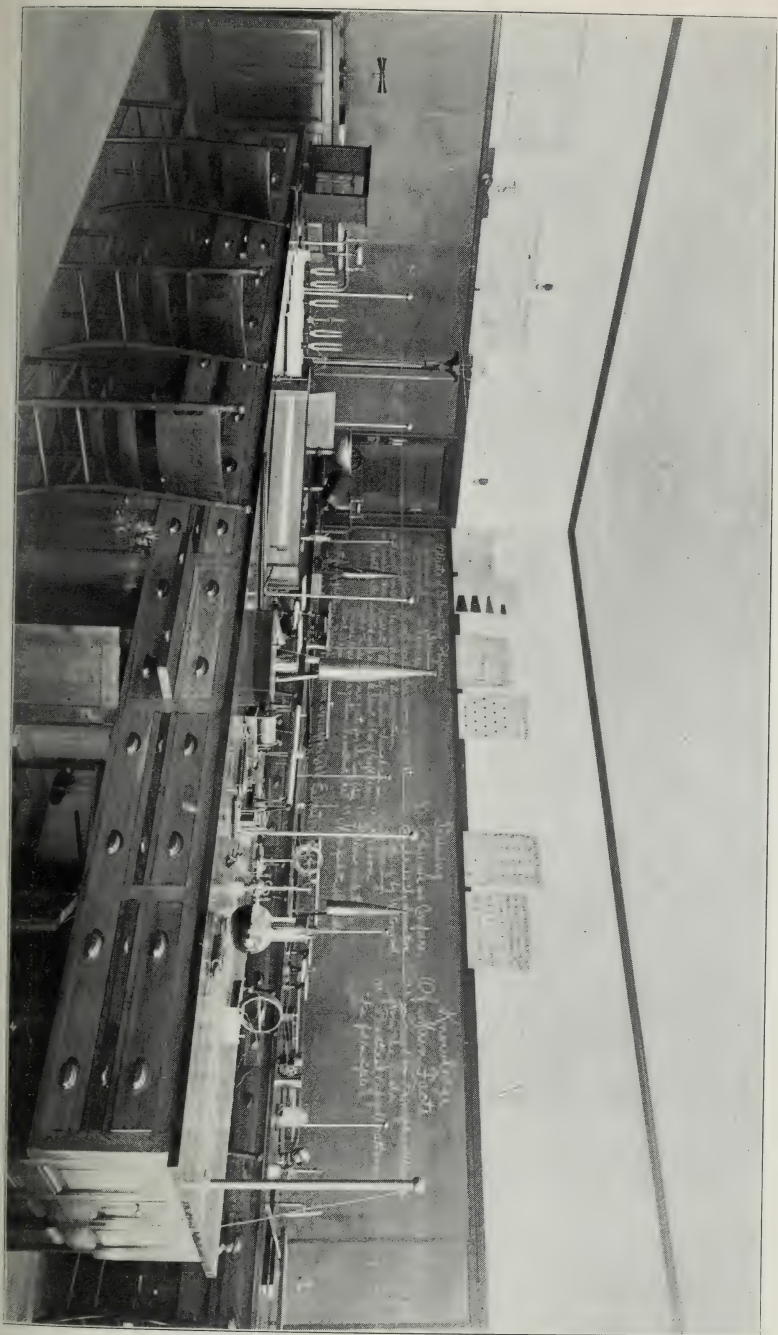
The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. It is supplemented by the use of apparatus, which gives added interest and enthusiasm to the work, and a greater opportunity for muscular development.

The gymnasium is provided with stall bars and benches, double boms, jumping standards, vertical ropes, a Swedish ladder and a horse.

The work is varied occasionally by gymnastic games, which are calculated to develop self-control, precision, dexterity and concerted action. Rhythmic movement is a strong feature of the work.

During the senior year opportunities are given the students for conducting gymnastic exercises as practice in teaching.

Association in the gymnasium promotes a social spirit, which serves as a bond of union, and tends to give a healthy impetus



THE PHYSICAL LABORATORY.



to the fulfilling of the requirements in other departments of study.

The aim of the work is not only to help the student to gain a more intelligent mastery of the body, but also to train the mental and moral faculties.

The vitality and usefulness of the human body are also furthered by correct carriage, proper breathing and regular bodily exercise. Whatever, therefore, conduces to develop the chest, straighten the spine, purify the blood and distribute it to the various organs, and to improve the personal appearance generally, is a matter of vital importance.

We cannot too strongly emphasize the fact that a sound mind in a sound body is a prime requisite for success and effectiveness in any department of life.

### **Psychology.**

[Miss GOLDSMITH.]

The course in psychology extends throughout the junior year. The aim is to secure a clear and sufficient understanding of (1) the processes by which knowledge is acquired and elaborated, (2) the sources of interest and attention, and (3) the functions and training of the will. The development of the various faculties of the mind, and the relation of different branches of study to this process, receive careful attention. The work is done so as to secure a good grasp of what is really valuable to a teacher, rather than to spend time upon what is of only speculative interest. The various sources of psychological knowledge — introspection, observation of mental phenomena, the study of literature and physiological science — are all recognized as having important uses in the study of the human mind.

### **Pedagogy.**

[Mr. PITMAN.]

The course in pedagogy extends throughout the senior year. Its chief aim is to develop an understanding of the principles of education as derived from the study of psychology in the junior year, and of their application to school organization and government and to the art of teaching. The course comprises a study of the various educational agencies; of the educational values of



the several subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; and of the hygiene of the schoolroom. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

The course also includes a study of the lives of the great educational reformers and their contributions to the science of education. This work is largely biographical, and is devoted chiefly to a critical study of a few of the leading educators of modern times.

A portion of the course will be devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system, and a sufficient knowledge of the school laws will be imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

### LECTURES.

Several lectures of general educational interest are given each year by people of prominence. The aim is to make them of direct practical value to the students. To this end they will be arranged as far as possible in systematic courses, and ample opportunity for discussion will be afforded.

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures:—

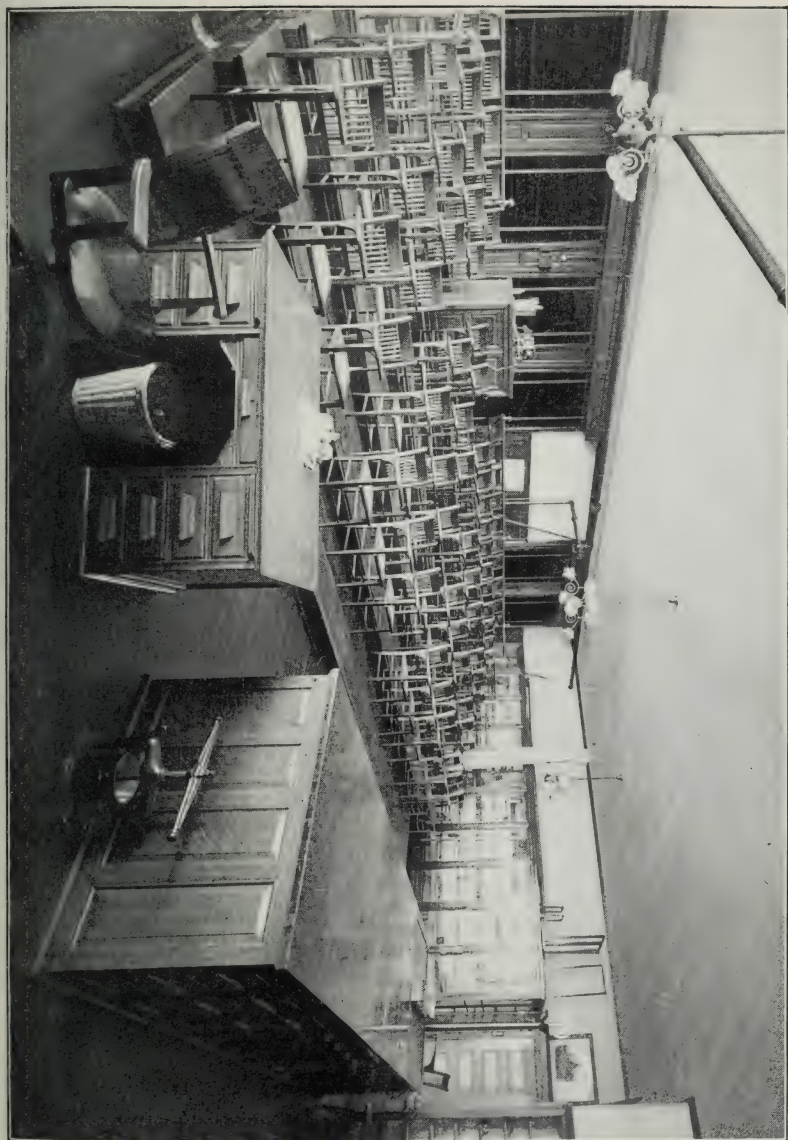
#### 1905.

- April 26. "Is there a Science of Education?" Prof. H. H. HORNE, Dartmouth College.
- June 27. Graduation Address: "Education, Old and New." Supt. WALTER H. SMALL, Providence.
- Sept. 23. "Education for the Art of Life." Prof. EDWARD HOWARD GRIGGS, Brooklyn.

#### 1906.

- Jan. 13. "Relations between Teacher and Supervisor." Mr. WALTER SARGENT, State Supervisor of Drawing.
- March 17. "Larger Life and Better Service." Supt. WILLIAM C. BATES, Cambridge.







### THE LIBRARY AND READING ROOM.

The school is well equipped with books of reference, and its general library, which is especially strong in works of history, biography, pedagogy, poetry, and dramatic and miscellaneous literature, contains 4,207 volumes, exclusive of a large number of public documents and sample text-books covering a period of many years. The best periodicals of the day are also kept on file. There is a complete card catalogue by titles and authors, and a system of references by topics already contains several thousand cards, and is constantly being extended.

No needless restrictions are placed upon the use of the library and reading room, and the students are encouraged to resort to it freely and constantly.

### THE MANAGEMENT OF THE SCHOOL.

The matter of discipline, as that term is used with reference to school management, does not enter into the administration of this school. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not spare advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. The students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit and unlikely to become successful teachers, and will be removed from the school. Others also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, for the work of teaching, will be advised to withdraw, and will not be graduated.

### GENERAL INFORMATION.

#### The Location and Attractions of Salem.

No place in north-eastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting also with the Saugus branch at Lynn. A branch road to Wakefield Junction

connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport, Marblehead and intervening points. Trains are frequent and convenient. Salem is also the centre of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the centre of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

#### **Expenses, Aid, Board, etc.**

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of the State, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

At the last triennial reunion of teachers and students a movement was inaugurated to collect a "Students' Benefit Fund,"



whose income may be employed to aid worthy and needy persons while pursuing their studies here. At this time the sum of \$150.15 has been contributed for this purpose. The effort will be continued.

The "Beckwith Memorial Fund" has been established for the purpose of exemplifying in a permanent and productive way the love and esteem which the teachers and former pupils of the Salem Normal School bear for their late principal, Dr. Walter Parker Beckwith, and for the sake of perpetuating his name in connection with the school. A memorial of this kind was always considered by him to be a most fitting and practical expression of appreciation and respect. At present this fund amounts to about \$250. It is deposited in Massachusetts savings banks, and the income, like that from the benefit fund started in July, 1904, is to be used in rendering financial assistance to promising and needy students. The principal of the school will be glad to receive and acknowledge contributions from any one who wishes to honor the memory of Dr. Beckwith.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$3.50 each, per week. A record of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

### **Promptness and Punctuality.**

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismissal. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.



3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

6. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

### **Employment for Graduates.**

The increase in the number of normal graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers. But even at the present time less than one-half of all the teachers in the State are normal graduates, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. This school does not undertake to guarantee positions to its graduates, but it is a fact that promising graduates are rarely without positions six months after graduation. The principal takes pleasure in assisting graduates to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities, or to be informed as to the degree of success which has attended the efforts of former students.

### **Scholarships for Graduates.**

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in the Lawrence Scientific School who are graduates of any reputable normal school in the United States.

**Notices to School Officials.**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its class rooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate to the fact of graduation. This evidence should be required in all cases.

All students of this school, since Jan. 1, 1900, who have left the school by reason of graduation, or otherwise in good standing, possess either a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

**CONTRIBUTORS TO THE DECORATIONS OF THE BUILDING.**

The Commonwealth of Massachusetts.

The Salem Normal Association.

Mr. George R. Chapman.

Richard Edwards, LL.D.

Mrs. C. O. Hood.

Mr. James F. Almy.

Miss Annie M. Phelps.

Mr. Ross Turner.

The Class of February, 1857.

The Class of February, 1858.

The Class of July, 1858.

The Class of February, 1859.

The Class of July, 1859.

The Class of February, 1860.

The Class of July, 1861.

The Class of January, 1877.

The Class of January, 1883.

The Class of June, 1888.

The Class of June, 1891.

The Class of June, 1896.

The Class of January, 1897.

The Class of June, 1897.

The Class of 1898.

The Class of 1899.

The Class of 1900.

The Class of 1901.

The Class of 1902.

The Class of 1903.

The Class of 1904.

The Class of 1905.

The Model School Class of 1903.

The Model School Class of 1904.

Certain students and friends of  
Miss Elizabeth Weston.

Certain students and friends of  
Miss Harriet D. Allen.

Other teachers and graduates,  
and others.

The following citizens of Salem have generously contributed to the decorations of the schoolrooms in the practice school:—

Mrs. James F. Almy.

Mr. George A. Brown.

Mr. William O. Chapman.

Mr. Robin Damon.

Mr. William H. Gove.

Mr. George B. Harris.

Mrs. William M. Hill.

Mr. Frank A. Langmaid.

Mr. J. Henry Langmaid.

Mr. Arthur L. Lougee.

Mr. William Messervey.

Mr. John M. Raymond.

Mr. Ira Vaughn.

Mrs. Charles F. Whitney.

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The Class of July, 1875.

The Class of January, 1876.

The Class of June, 1876.

The Class of January, 1880.

The Class of June, 1880.

The Class of January, 1881.

The Class of January, 1882.

The Class of June, 1883.

The Class of January, 1885.

The Class of June, 1885.

The Class of January, 1886.

The Class of June, 1886.

The Class of January, 1887.

The Class of January, 1889.

The Class of January, 1890.

The Class of January, 1891.

The Class of January, 1892.

The Class of June, 1892.

The Class of June, 1894.

Mrs. Thomas Hawken.

Many teachers and others.

## REGISTER OF STUDENTS.

1905=1906.

**Graduates. — Class XCI. — June 27, 1905.**

Susie Marguerite Alexander, . . . .	Lynn.
Mary Agnes Arnold, . . . .	Salem.
Florence Bertha Atkins, . . . .	Somerville.
Ida Belle Bailey, . . . .	South Lawrence.
Laura Helen Bailey, . . . .	East Saugus.
Mary Isabelle Bailey, . . . .	Haverhill.
Ida Elizabeth Bancroft, . . . .	Stoneham.
Amy Wyman Bradbury, . . . .	Medford.
Emma Josephine Bresnahan, . . . .	Medford.
Gladys Amelia Budgell, . . . .	Somerville.
Mabel Clifford Carle, . . . .	Malden.
Alice Veronica Carmichael, . . . .	Cambridge.
Anna Lois Childs, . . . .	Henniker, N. H.
Katherine Mary Clarke, . . . .	Ipswich.
Alice Veronica Connelly, . . . .	Cambridge.
Gertrude Connor, . . . .	Lynn.
Elsie Harriet Cooter, . . . .	East Cambridge.
Esther Costello, . . . .	Groveland.
Mary Margaret Crane, . . . .	Salem.
Rebecca Chase Currier, . . . .	Somerville.
Isabella Kelly Daley, . . . .	Lanesville.
Gladys Cecelia Davis, . . . .	Amesbury.
Irena Lucena Day, . . . .	Lynn.
Jennie St. Claire Dickson, . . . .	Cambridgeport.
Abbie Susan Dodge, . . . .	Salem.
Dorrice Downing, . . . .	Andover.
Katharine Sigrid Enlind, . . . .	Peabody.
Mary Loretta Feeny, . . . .	East Cambridge.
Elizabeth May Ferguson, . . . .	Topsfield.
Ethel Mary Flanders, . . . .	Wakefield.
Mary May Gainard, . . . .	Chelsea.



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Gladys Adell Gale, . . . . .	Henniker, N. H.
Ellen Gertrude Galvin, . . . . .	Lynn.
Frances Eva Gorman, . . . . .	Haverhill.
Edith Evelyn Gott, . . . . .	Woburn.
Mildred May Graham, . . . . .	Lynn.
Mabel Hannah Gray, . . . . .	Malden.
Alona Harrington, . . . . .	Malden.
Sara Gould Haven, . . . . .	Chelsea.
Rena Elizabeth Hemenway, . . . . .	Andover.
Alice Augusta Jones, . . . . .	Gloucester.
Lena May Jones, . . . . .	Manchester.
Margaret Mary Kenney, . . . . .	Charlestown.
Margaret Bernadine McCullough, . . . . .	Cambridge.
Mary Beston McDonough, . . . . .	Salem.
Mary Ellen McGrath, . . . . .	Cambridge.
Emma Mabel McKinley, . . . . .	Somerville.
Josephine Freeman Minard, . . . . .	Groveland.
Amy Brown Morrill, . . . . .	Amesbury.
Ada Evelyn Moulton, . . . . .	North Hampton, N. H.
Cora Lucy Mulrey, . . . . .	Cambridge.
Mary Louise Norton, . . . . .	Malden.
Bessie Maxwell Parker, . . . . .	Reading.
Carrie Noyes Pease, . . . . .	Merrimac.
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Millicent Grace Perkins, . . . . .	Beverly.
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Thomas William Sheehan, . . . . .	Peabody.
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Edith Smith Wilson, . . . . .	Beverly.
Gertrude Amelia Woolner, . . . . .	Chelsea.

*Certificates for One Year's Work.*

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Nelly Grant Cutting, . . . . .	Hamilton.
Anna Lenora Elkins, . . . . .	Salem.
Bertha Augusta Fellows, . . . . .	Lynn.
Clara Coggins Hodgkins, . . . . .	Lamoine, Me.
Carrie Beryl Johnson, . . . . .	Fryeburg, Me.

**Special Students.**

Clara Melvin Clement, . . . . .	Merrimac.
(Salem Normal School.) Teacher.	
Dorothy Catherine Packer, . . . . .	Newburyport.
(Newburyport Training School.) Teacher.	
Helen Foster Pearson, . . . . .	Newburyport.
(Mt. Holyoke College.) Teacher.	
Anastasia Monica Pender, . . . . .	Lynn.
(Truro Normal School.) Teacher.	
Nellie Jeannette Perrin, . . . . .	Salem.
(Montpelier Seminary, Vt.) Teacher.	
Elsie May Ross, . . . . .	Ipswich.
(Manning High School.) Teacher.	

**Students of the Elementary Course.**

Olive Mary Adams, . . . . .	Beverly.
Fannie Nelson Allen, . . . . .	Rockport.
Myrtle Allen, . . . . .	Malden.
Bernice Josephine Andrews, . . . . .	Hamilton.
Mary Eleanor Anthony, . . . . .	Lynn.
Annie Dodge Archer, . . . . .	Salem.
Ethel May Archibald, . . . . .	Everett.
Ellen Abigail Baker, . . . . .	West Somerville.
Elsie Moore Baker, . . . . .	Ipswich.
Helen Edna Baldwin, . . . . .	Salem.
Alice Tracey Barrett, . . . . .	Everett.
Helen Louise Barrett, . . . . .	Lynn.
Georgia Edna Becker, . . . . .	Swampscott.
Margaret Annie Beirne, . . . . .	Peabody.
Harriet Sarah Bishop, . . . . .	Arlington.
Carrie Isabel Black, . . . . .	Ipswich.
Nona Ellen Blackwell, . . . . .	Somerville.
Eva Mary Bousquet, . . . . .	East Cambridge.
Martha Eva Bradstreet, . . . . .	Beverly.

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Alice Marie Bresnahan,	.	.	.	.	Lynn.
Louise Kemble Brown,	.	.	.	.	Ipswich.
Minnie Haynes Brown,	.	.	.	.	Malden.
Florence Elena Bunton,	.	.	.	.	Cambridge.
Helen Louise Burnham,	.	.	.	.	Revere.
Marguerite Cushing Buswell,	.	.	.	.	Salisbury.
Alice Asenath Caverly,	.	.	.	.	Swampscott.
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Jessie Amelia Christie,	.	.	.	.	Malden.
Bertha Greenwood Cole,	.	.	.	.	Salisbury.
Grace Webster Cook,	.	.	.	.	Peabody.
Elizabeth Clare Couture,	.	.	.	.	North Cambridge.
Ethel Florence Crocker,	.	.	.	.	Malden.
Rosa Alice Curran,	.	.	.	.	Haverhill.
Lillian Anna Curtin,	.	.	.	.	Chelsea.
Alice Gertrude Dacey,	.	.	.	.	Arlington.
Pearl Frothingham Dame,	.	.	.	.	Somerville.
Bertha Street Davis,	.	.	.	.	Melrose.
Pauline Dawson,	.	.	.	.	Ipswich.
Edith Rosamond Day,	.	.	.	.	Gloucester.
Margarida Martha De Avellar,	.	.	.	.	Somerville.
Sallimae Morrill Dennett,	.	.	.	.	Amesbury.
Annie Montague Dickey,	.	.	.	.	Danvers.
Gertrude Dinan,	.	.	.	.	Wakefield.
Catherine Lauretta Dinneen,	.	.	.	.	East Cambridge.
Annie Louise Dodge,	.	.	.	.	Salem.
Anastatia Emaline Donovan,	.	.	.	.	Wakefield.
Louise Maria Durkee,	.	.	.	.	North Wilmington.
Hattie Maud Elliott,	.	.	.	.	Beverly.
Eleanora Wilhelmina Erickson,	.	.	.	.	Chelsea.
Ethel Sleeper Evans,	.	.	.	.	Amesbury.
Carrie Madella Feltham,	.	.	.	.	Amesbury.
Irene Marie FitzGerald,	.	.	.	.	Cambridge.
Elizabeth Agnes Flemming,	.	.	.	.	Beverly.
Eunice Fogg,	.	.	.	.	Everett.
Josephine Patricia Follen,	.	.	.	.	Nahant.
Edith Faulkner French,	.	.	.	.	Haverhill.
Mabel Alice Gauthier,	.	.	.	.	Cambridge.
Agnes Katherine Geary,	.	.	.	.	Cambridge.
Mary Elizabeth Giffin,	.	.	.	.	Salem.
Cecilia Eugenia Glynn,	.	.	.	.	East Cambridge.
Marion Elizabeth Goodson,	.	.	.	.	Everett.
Edna Florence Gordon,	.	.	.	.	West Somerville.
Alice Marion Grant,	.	.	.	.	Haverhill.

Marie Louise Gunn, . . . .	Lynn.
Mary Wealthy Hall, . . . .	Salem.
Mary Frances Harney, . . . .	Lynn.
Ethel Louise Harrington, . . . .	Everett.
Nellie Frances Harrison, . . . .	Beverly.
Mary Beatrice Hart, . . . .	Lynn.
Marion Frances Hatch, . . . .	Amesbury.
Bernice Elvira Hendrickson, . . . .	Wakefield.
Margaret Frances Herlihy, . . . .	Beverly.
Edna Hale Herrick, . . . .	Georgetown.
Ethel Putnam Herrick, . . . .	Georgetown.
Edith May Hicks, . . . .	Lynn.
Ethel Gertrude Higgins, . . . .	Newtonville.
Grace Eliza Hood, . . . .	Salem.
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Robert Bigelow Houghton, . . . .	North Andover.
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Jeannette Jacobson, . . . .	Cambridge.
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Elizabeth Plummer Martin, . . . .	Beverly.

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Eleanor Elizabeth O'Brien, . . . .	Cambridge.
Elizabeth O'Brien, . . . .	Marblehead.
Mary Gertrude Obst, . . . .	Cambridge.
Mary Anne O'Callaghan, . . . .	North Cambridge.
Nora Anastatia O'Connell, . . . .	Wakefield.
Mary Magdalene O'Donnell, . . . .	Lynn.
Josephine Agatha O'Riley, . . . .	Somerville.
Helen Margaret O'Rourke, . . . .	Peabody.
Mary Frances O'Rourke, . . . .	Peabody.
Susan Morse Paine, . . . .	Salem.
Mabel Julia Palmer, . . . .	Lynn.
Abbie Isabel Patten, . . . .	Beverly.
Phebe Harriet Patterson, . . . .	Lynn.
Harlan Berkley Peabody, . . . .	Lynnfield.
Marion Edith Powers, . . . .	Chelsea.
Amy Estelle Putney, . . . .	Billerica.
Nellie Louise Quennell, . . . .	Somerville.
Lena Leslie Quimby, . . . .	Amesbury.
Florence Emma Ramsdell, . . . .	Lynnfield.
Bessie Eva Rea, . . . .	North Andover.
Katharine Elizabeth Reynolds, . . . .	Salem.
Edna Ricker, . . . .	Lynn.
Elsie Marian Robbins, . . . .	Salem.
Lillian Emily Rogers, . . . .	Malden.
Christine Alberta Ross, . . . .	Lynnfield Center.
Josephine Florence Rowe, . . . .	Cambridge.
Julia Marie Ryan, . . . .	Cambridge.
Hazel Winifred Ryder, . . . .	Revere.
Ethel Louise Sargent, . . . .	West Medford.



Julia Everett Sargent, . . . .	Amesbury.
Mabel Florence Sawyer, . . . .	Chelsea.
Lillian Maude Schofield, . . . .	Ipswich.
Grace Elizabeth Schroeder, . . . .	Chelsea.
Margaret Eleanor Scully, . . . .	Chelsea.
Helene Maria Seils, . . . .	Cambridge.
Alta Foster Silsby, . . . .	Everett.
Gertrude Evelyn Simpson, . . . .	Lynn.
Abigail Louise Smalle, . . . .	Lynn.
Clementina Duncan Smith, . . . .	Cambridgeport.
Gertrude Josephine St. Clair, . . . .	Beverly.
Margaret Marie Sullivan, . . . .	South Groveland.
Mary Elizabeth Sullivan, . . . .	Cambridge.
Etta Murray Taylor, . . . .	Manchester.
Martha Lois Taylor, . . . .	Chelsea.
Miriam Adelaide Tighe, . . . .	Salem.
Etta Winnifred Toothaker, . . . .	Lynn.
Helen Louise Tuck, . . . .	Chelsea.
Louise Evelyn Urquhart, . . . .	Wakefield.
Julia Anna Walsh, . . . .	North Cambridge.
Anna Greenleaf West, . . . .	Haverhill.
Edna Blanche West, . . . .	Amesbury.
Marion Estelle West, . . . .	Chelsea.
Hazel Elizabeth Weston, . . . .	Hamilton.
Mildred Frost Williams, . . . .	Danvers.
Mabel Charlotte Willey, . . . .	Saugus.
Clara Witham, . . . .	Everett.
Frank William Woodlock, . . . .	Allston.
Marion Young, . . . .	Lynn.

### Summary.

Special students, . . . . .	6
Students of the elementary course, . . . . .	186
	<hr/>
	192
Whole number of students from the opening of school, . . . .	5,265
Whole number of graduates, . . . . .	2,149
Number of certificates for one year's work, . . . . .	42

## Certificate Required for Admission to a Preliminary Examination.

\_\_\_\_\_ 1906.

\_\_\_\_\_ has been a pupil in the

\_\_\_\_\_ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups, of subjects and the divisions thereof:—

Group II. \_\_\_\_\_ Group IV. \_\_\_\_\_

Group III. \_\_\_\_\_ Group V. \_\_\_\_\_

Signature of principal or teacher, \_\_\_\_\_

Address, \_\_\_\_\_

.....

## Certificate of Graduation and Good Character.

THIS IS TO CERTIFY that M \_\_\_\_\_

is a regular graduate of a four years' course of the \_\_\_\_\_

\_\_\_\_\_ High School, and that, to the best of my knowledge

and belief, \_\_\_\_\_ he is a person of good moral character.

\_\_\_\_\_ *Principal.*

\_\_\_\_\_ 1906.









# STATE NORMAL SCHOOL SALEM, MASSACHUSETTS



Fifty-sixth Year  
1906-1907







STATE NORMAL SCHOOL — SALEM, MASS.

FIFTY-THIRD YEAR

OF THE

STATE NORMAL SCHOOL

AT

SALEM, MASS.



1906-1907.



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WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 POST OFFICE SQUARE.

1907.



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ELLA LYMAN CABOT, . . . Boston, . . .	May 25, 1907.
ALBERT E. WINSHIP, Litt. D., . Somerville, . . .	May 25, 1908.
THOMAS B. FITZPATRICK, . . Brookline, . . .	May 25, 1909.
CAROLINE HAZARD, A.M., Litt. D., Wellesley, . . .	May 25, 1910.
JOEL D. MILLER, A.M., . . Leominster, . . .	May 25, 1911.
KATE GANNETT WELLS, . . Boston, . . .	May 25, 1912.

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MABEL LUCILE HOBBS, . . . . .	Fourth Grade.
MARY ELIZABETH JAMES, . . . . .	Third Grade.
DELIA FRANCES CAMPBELL, . . . . .	Second Grade.
HELEN MERRILL DILLINGHAM, . . . . .	First Grade.
LOUISE FARRINGTON, . . . . .	Kindergarten.
ALICE MARTHA WYMAN, Assistant, . . . . .	Kindergarten. <sup>1</sup>

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<sup>1</sup> Bertram School, Willow and Summit avenues.

# OFFICERS OF THE SALEM NORMAL ASSOCIATION,

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ABBIE I. PATTEN,	
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ROSALIND F. CORBIN,	
MILDRED A. WETMORE,	

## CALENDAR FOR 1907=1908.

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### **Spring Recess.**

From close of school on Friday, March 29, 1907, to Tuesday, April 9, 1907, at 9.20 A. M.

### **Graduation.**

Tuesday, June 25, 1907, at 10.30 A.M.

### **First Entrance Examinations.**

Thursday, June 27, 1907.

8.30-9.30 A.M. — Registration.

9.30-11.30 A.M. — Group I.

11.30 A.M.-12.30 P.M. — Group III.

2-4 P.M. — Group IV.

Friday, June 28, 1907.

9.30-11.30 A.M. — Group II.

11.30 A.M.-12.30 P.M. — Group V.

### **Second Entrance Examinations.**

Tuesday and Wednesday, Sept. 10 and 11, 1907.

(Hours and order as above.)

### **Beginning of School Year.**

Thursday, Sept. 12, 1907, at 9.20 A.M.

### **Thanksgiving Recess.**

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

**Christmas Recess.**

From close of school on Friday, Dec. 20, 1907, to Tuesday, Dec. 31, 1907,  
at 9.20 A.M.

**Beginning of Second Half-year.**

Tuesday, Jan. 28, 1908.

**Spring Recess.**

From close of school on Friday, March 28, 1908, to Tuesday, April 8,  
1908, at 9.20 A.M.

**Graduation.**

Tuesday, June 24, 1908, at 10.30 A.M.

**First Entrance Examinations.**

Thursday and Friday, June 26 and 27, 1908.

(Hours and order as above.)

**Second Entrance Examinations.**

Tuesday and Wednesday, Sept. 9 and 10, 1908.

(Hours and order as above.)

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NOTE.—The regular weekly holiday of the school is on MONDAY, but the practice schools conform to the practice of the other public schools in Salem, and have their holiday on SATURDAY. The practice schools open the second week in September and close on June 28. Vacations during the school year are from Christmas to New Year's, inclusive, and for the week beginning with the first MONDAY in April.

The telephone call of the school is "Salem, 375."

The principal's residence is at 266 Lafayette Street, and his telephone call is 669-12.







THE MAIN HALL.

# STATE NORMAL SCHOOL,

SALEM, MASS.

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## HISTORICAL SKETCH.

The State Normal School at Salem was opened to students Sept. 12, 1854. It was the fourth normal school established by the State of Massachusetts. Indirectly it was the outcome of steps taken to provide a new location for the first normal school in the State, which was opened at Lexington. The old school was not transferred to Salem, but the Legislature directed the State Board of Education to establish a new one in Essex County, and this city was finally chosen as its location.

The first building of the school stood at the corner of Broad and Summer streets. Its cost, including site and equipment, slightly exceeded \$20,000. The city of Salem erected the building, and received in partial compensation the State appropriation of \$6,000 and a contribution of \$2,000 from the Eastern Railroad Company. The building was enlarged and improved in 1860, and again in 1871.

After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools. The Legislature of the Commonwealth consequently made generous provisions for a new building. Work was begun in November, 1893, and the building was first occupied by the school Dec. 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

## THE SCHOOL BUILDING.

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn

and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus, the toilet and play rooms for the pupils of the model schools, besides the gymnasium with its adjoining dressing room, the industrial laboratory, bicycle room, lunch room, and store rooms for supplies and materials.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the practice schools. The rooms for these schools — nine in number, besides six recitation rooms connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate 350 pupils.

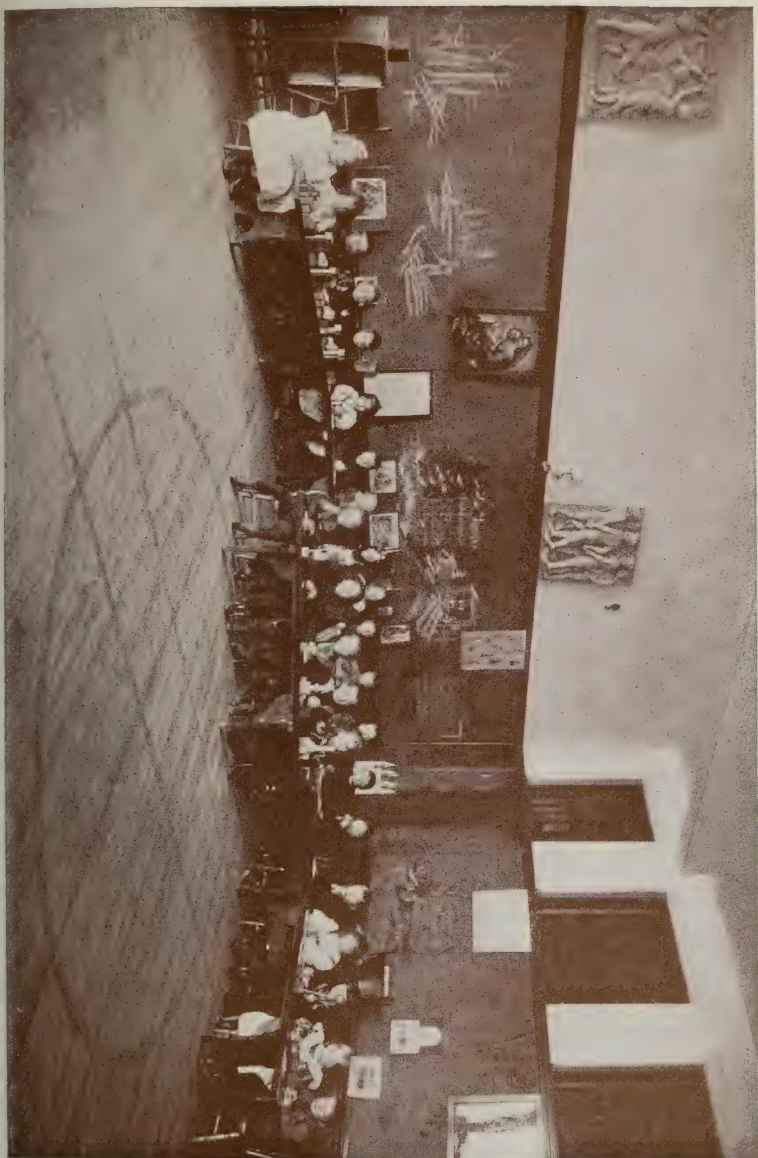
The central portion of the second floor is occupied by the assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of the floor contains the principal's office, reception room, faculty room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two rooms on the north side furnish admirable accommodations for the work in drawing.

The size and lighting of the rooms are conspicuous features of the building. The corridors are also noticeable for their width and cheerful aspect. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's office speaking tubes radiate to all the important rooms; while a









program clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of oak, and all the furniture of the building is in keeping.

### DECORATIONS.

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of the refining and educative value.

There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. Such works of art, well chosen and hung, may exert a helpful influence in other branches of study as well as in art.

With these thoughts in mind, the pictures and casts in the building were selected and placed in the various rooms and corridors, and they have served their purpose thus far in creating a taste for and an appreciation of good things.

There are many pictures of historic interest, cathedrals, colonnades, arches and temples, which have proved of value in geography and history. There are photographs from works of masters such as Corot, Millet, Mauve, Jacque, Israels and others, which are full of helpful suggestions in literature, language, and nature study.

These works of art have been presented by the State, by students and teachers, and by generous friends of the school, to whom due acknowledgment is made upon another page.

### THE TEACHERS AND STUDENTS.

The school during its history has had five principals and seventy-three assistant teachers. The development of the practice schools began in 1897, and with them twenty-three persons have been connected as teachers. Sixteen teachers are now required in the normal school and ten in the practice schools.

More than five thousand students have attended the school, of whom fifty-three per cent. have received either certificates or diplomas. The proportion of those who complete the course has been increasing steadily in recent years.

### REQUIREMENTS FOR ADMISSION.

Candidates for admission must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined:—

- (1) By their standing in a physical examination.
- (2) By their moral character.
- (3) By their high school record.
- (4) By a written examination.
- (5) By an oral examination.

#### Physical Examination.

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

#### Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

#### High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent*







*not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

### Written Examination.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*):—

I. *Language*.—(a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics*.—(a) Algebra and (b) plane geometry.

III. *United States History*.—The history and civil governments of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science*.—(a) Physiology and hygiene and (b) and (c) any two of the following,—physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music*.—(a) Elementary mechanical and freehand drawing with any one of the topics,—form, color and arrangement, and (b) music.

### Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his



experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as to give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

### **General Requirement in English for All Examinations.**

*No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.*

### **Special Directions for the Written Examinations.**

#### *Group I. — Language.*

(a) *English.* — The subjects for examination in English will be the same as those agreed upon by the colleges and high technical schools of New England, and now quite generally adopted throughout the United States.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book *properly certified by his instructor*, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination are: —

1906, 1907 and 1908. — Shakespeare's *Macbeth* and *The Merchant of Venice*; *The Sir Roger de Coverley Papers* in *The Spectator*; Irving's *Life of Goldsmith*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe* and *The Lady of the Lake*; Tennyson's

*Gareth and Lynette, Lancelot and Elaine* and *The Passing of Arthur*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

2. *Study and Practice*. — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong. The books set for this part of the examination are: —

1906, 1907 and 1908. — Shakespeare's *Julius Caesar*; Milton's *L'Allegro, Il Penseroso, Comus* and *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Addison* and *Life of Johnson*.

(b) *Either Latin or French*. — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

## II. — Mathematics.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

### III. — *United States History.*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised — also in English history so far as this history bears conspicuously on that of the United States.

### IV. — *Science.*

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany and Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

### V. — *Drawing and Music.*

(a) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, — including major and minor keys, simple two, three, four and six part measures, the

fractional divisions of the pulse or beat, chromatics, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or time phrases sung or played.

### Division of Examinations.

Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, *each group to be presented in full*:—

- II. Mathematics.
- III. United States history.
- IV. Sciences.
- V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at end of this catalogue.)

The group known as *I. Language* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *IV. Science* should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

### Equivalents.

Persons desiring to enter the school, whose course of study has been equivalent to, but not identical with, the requirements of admission are advised to correspond with the principal. Each case will be considered upon its merits, and in deciding the question of admission there will be a serious effort to give all the credit that is due. Experience in teaching, according to its amount and kind, is regarded as very valuable.



### **Special Students.**

College graduates, graduates of normal schools, and other persons of suitable attainments, also those who have had considerable experience in teaching, may, by arrangement with the principal, select a year's work from the regular program. If this work embraces not less than twenty recitation periods per week, and includes the course in advanced pedagogy, the student will receive a certificate for the same upon its satisfactory completion. .

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in desiring to enter the school is required, and those who do not intend to remain at least one-half year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from a half year's work. Some of our most earnest students have been of this class. The school is also open to teachers who desire to enter existing classes on Saturdays. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.



**Students from outside the State.**

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be admitted as students on payment of fifty dollars per year, of which sum one-half is payable at the beginning of the year, and the other half at the middle of the year.

**Elementary Course of Study.**

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects:—

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them:—

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic, algebra and plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene, nature study.

(e) Drawing, vocal music, physical training, manual training.

II. (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

**Conditions of Graduation.**

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. While the fact is recognized that predictions regarding the success or failure of normal school students as teachers always

involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the application of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the standpoint of personality.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

#### THE MODEL AND PRACTICE DEPARTMENT.

[Mr. CHURBUCK, Principal; Miss PAINE, Critic.]

In co-operation with the school committee of the city of Salem, the State normal school maintains in its building a complete system of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes a kindergarten in the Bertram school building. The teachers are nominated by the principal of the normal school, with the approval of the Board of Visitors, and they are elected by the city school committee. The assignment of pupils is in the hands of the local authorities, so that the children do not constitute a picked company.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they are to be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.







In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the art of teaching may here exemplify the theory in which the normal students are taught. A large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it easy to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service. While nothing is allowed to stand in the way of obtaining the most satisfactory results, it is believed that both directly and indirectly the students of the normal school derive great advantage from their association with the teachers and pupils of the practice schools.

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergartens; and arrangements have also been made for a few students to gain a limited amount of experience in teaching in the upper grades in one of the Salem grammar schools.

## AIM AND SCOPE OF THE COURSE OF STUDY.

### Literature.

[Miss OLDHAM.]

Since a revelation of human experience is found in literature, from it one learns what life really is. In it is expressed the vital element in life. One of the aims of the course is to emphasize the importance of making a study of literature based upon this estimate of its value. Another aim is to train the students to appreciate the fact that the ethical significance of this subject, through the appeal it makes to the emotional nature, is beyond estimation.



As an aid to the interpretation of the various selections chosen for study, the students are led to take the point of view of the author, and to rise to his mental plane as far as they are capable of doing. Whatever is accomplished in this direction ought to result in giving vitality and actuality to the work.

Among American authors studied are Poe and Hawthorne as representatives of romanticism in our literature, Bryant, Emerson, etc. Selections that are distinctively characteristic of each and that are indicative of his excellence along a particular line are chosen for study. The attention of the students is also called to noteworthy productions of contemporary American writers.

The course includes also the study of Wordsworth, Browning and Tennyson.

In the second year, in addition to the work in appreciation, methods of presenting the subject of literature in the grades are considered and a course of study is formulated.

### **English Language.**

[Miss LEAROYD, — Miss BAKER.]

The study of language is continued throughout the two years. As the students come from many different schools, their preparation is varied. It is therefore necessary during the first year to consider the essential qualities of language, in order to lay a uniform foundation for the intelligent discussion of the work in language in the lower grades.

The subjects taken are considered chiefly from the standpoint of the teacher. Suggestions are given for planning and presenting subjects to a class, and opportunity is given for practice before the normal school class. Frequent oral and written criticisms are required. The students are expected gradually to assume the responsibility of the work in the classroom.

As far as possible, the work in English is associated with that in other branches, and the student is made to feel the importance of a skilful use of language both in speech and in writing. Those who are especially deficient in knowledge or in practice are expected to give the subject extra attention.

In the second year the teaching of English is considered. Good books on the subject are read by the class, for the purpose of gaining a high ideal and inspiration for the work. A course of study in general language work is suggested, to be used as a basis for class discussion and as a guide for individual work in planning different types of lessons. The best order of topics in grammar is considered, and exercises are planned and given.

The observation of the work in the practice school serves to emphasize and illustrate points discussed.

### **Reading and Voice Training.**

[Miss ROGERS.]

The work of this department is two-fold, including: (1) the personal training and culture of the student; (2) the training in methods of teaching reading in primary and grammar schools.

During the first year the work is directed toward the personal improvement of the student. The selections for oral reading lessons are taken from the authors studied with the teacher of literature. This is an attempt to impress, in a practical way, the fact that appreciation of the beauty and meaning of literature is the basis of intelligent reading. Three purposes are kept in mind: to develop the power of getting the thought of an author, to create a desire for revealing it to others, and to acquire skill in its expression.

In the second year attention is directed to the pedagogical aspect of the subject. Students are not taught to depend upon one "method" of teaching reading. The aim is rather to familiarize them with typical methods, as the alphabetic, word and phonetic, and to give them certain practical tests by means of which any popular system may be examined and judged. It is hoped in this way to lead students to be broad-minded enough to teach with enthusiasm any method now in use, knowing that success depends upon the sympathy and wisdom of the teacher, rather than upon the method. Schools in which various methods are used are visited by the students, who report observations to their class-mates. Text-books are reviewed, programs for reading and literature in the grades are examined, and several books treating

of reading and the voice are read. Typical lessons on the use of the dictionary and reference books are presented. Some practice is given in story-telling and interpreting poems to children. Phonetics from the teacher's standpoint is studied in connection with Professor Robbins's pamphlet on that subject.

During both years of the course a small amount of time is devoted to vocal gymnastics and the mechanical side of reading.

### **Elementary Latin.**

A course will be offered annually, if a reasonable number of students desire it, for the benefit of special and advanced students who wish to be prepared to teach Latin in the upper grades of the grammar schools. At least three years of good work in Latin will be necessary for those who take the course, and more is desirable. The course will deal chiefly with methods of teaching, and with that purpose in view the amount of previous study, above indicated, will be assumed.

### **Elementary Numbers and Arithmetic.**

[MISS BAKER.]

These two courses extend throughout the senior year, the first half being devoted to the primary work and the second to that which is more advanced.

*Elementary Numbers.* — As concepts result from an acquaintance with visualized form, this work is based entirely on objects. Number is the measure of quantity. Quantity is symbolized in geometrical material, and measuring is the controlling element of the system. The units of measurement are the inch, square inch and one inch cube, the objective work thus being put into the three realms of length, surface and volume. All abstract combinations are preceded by constructive effort, and, in fact, construction goes hand in hand with measuring in forming the basis of the system.

*Advanced Arithmetic.* — This subject is understood as including percentage and the applications of percentage, mensuration properly belonging to geometry, and evolution and involution to algebra. Hence commission and brokerage, banking, stocks

and bonds, and interest, are some of the important parts of the work. It is not the purpose to treat these topics after the manner of a commercial school, neither is it intended to deal with them in an impractical way, inconsistent with that of the business world. The aim is to treat them as they occur in actual transactions, irrespective of text-book boundaries. It is believed that the financial column of a newspaper should not be wholly unintelligible to a pupil leaving the grammar school.

Students are required not only to give teaching exercises in their classes in the normal school, but also to present the same exercises to classes in the model schools.

### Geometry.

[Miss MARTIN.]

The course is planned to include (1) a review of demonstrative geometry and (2) a detailed study of concrete or observational geometry. The two are carried along together.

In the demonstrative work special attention is given to securing exactness in reasoning and in expression and to helping students towards that mastery of the subject which may reasonably be expected of teachers in the elementary schools. In this connection the origin and development of the science are made a matter of study, and the scope and plan of the ordinary text-book in geometry are noted. The general object in this part of the work is to confirm and supplement and make exact the student's knowledge, to broaden his outlook, arouse fresh interest, and awaken a sense of the teacher's responsibility towards the subject.

The course in concrete geometry develops the elementary definitions, and such of the simpler truths of the science as lend themselves to objective treatment. A topical outline in the hands of students furnishes a basis for discussion of methods of work and the selection and arrangement of material. The leading text-books in this department are reviewed, and to some extent practically tested. Laboratory work and field work are prominent features. The general aim is to put students in possession of approved methods of teaching in elementary schools those parts of geometry which by general consent are adapted therefor.



**Algebra.**

[Miss MARTIN.]

The general purpose is to review and supplement the student's knowledge of the subject-matter, and to establish clear and simple methods of teaching the more elementary topics. This involves (1) a thorough study of the processes underlying the solution of simple equations and the simpler forms of quadratics, (2) the discussion of methods of solution of equations of these types, and (3) the discussion of problems involving such equations, together with devices for making real to a class of beginners the conditions of a problem. The aim is to develop facility in algebraic operations, to give an intelligent grasp of the subject-matter, and to form the habit of regarding it from the teacher's point of view.

**United States History.**

[Miss DEANE.]

The study of United States history is included in the second year of the course. The work is two-fold in character, consisting (1) of academic study and review for the purpose of familiarizing students with the entire sequence of American history, and (2) of demonstration and discussion of suitable methods of procedure in public schools. Sufficient work is done to indicate right methods of teaching and studying history in general. Courses of study from various schools and cities are compared and discussed, with a view to understanding their requirements and pedagogical basis.

The academic work follows a topical analysis. These topics are developed in various ways, — sometimes in detailed outlines, as recitations, as written themes, debates, or by question analysis. Special topics are assigned from time to time for individual research and presentation. An acquaintance with the works of standard authors is sought. The library is well equipped with reference books and text-books. The students are encouraged to make use of material from public libraries in their own cities and of historical museums which are easily accessible.







Topics of current interest are given attention, and thinking along lines of public welfare is encouraged. The elements of civil government have their place in the outlined courses, and the attempt is made to render all work in this field as practical as possible.

It is greatly to be desired that the high schools should offer courses in United States history, to prepare students for normal school work. Until such courses are generally offered, history in the normal school cannot be developed along the broad lines necessary in the preparation of teachers.

### **Chemistry and Physics.**

[MR. ADAMS.]

The aim of the work in these subjects is not to turn out trained chemists or physicists, or to prepare students for college examinations, but to lead them to acquire the power of accurate observation, correct expression, and clear thinking; to train them to follow directions and to acquire habits of carefulness, accuracy, neatness, independence and originality. The greater part of the time will be given to the consideration of those facts and principles which have practical application in common life, or will aid in the interpretation of the various phenomena related to the other subjects in the course.

Special emphasis is placed upon the method of teaching by experiment, and the art of correct questioning.

*Means.* — The ends enumerated are secured by a course of experiments selected and arranged so that most of the work can be done by each individual. Each student is provided with a notebook, and has a separate compartment at the laboratory bench. The chemical laboratory is equipped with slate tables, hot and cold water and individual fume closets. Both laboratories connect with a large lecture room, provided with roller shutters for darkening the room, and an electric lantern.

The students have considerable practice in presentation work before their classmates, and in examining them on the experimental work, and thus acquire confidence to stand before others, and skill in directing their thinking.

Most of the work is qualitative, but some quantitative experiments are taken, to afford practice in weighing and measuring.

Students are constantly encouraged to consider their work from the teacher's point of view. This gives professional value to the course, which cannot be obtained by work that is wholly academic.

### **Geology.**

[MR. MOORE, — MR. ADAMS.]

The course in geology is of a rather general character. It aims to give a broad view of earth phenomena. While some familiarity with the technicalities of the science is sought, the emphasis is placed upon the knowledge which will be valuable to teachers in the public schools. Incidentally, the training and experience gained in this work are found helpful in the next year in the study of geography. The course includes a study of minerals, rocks, soils, glacial phenomena and river and wave action.

The work is planned from the standpoint of the mature student, but its application to the teaching of children is never lost sight of. For this reason, the formal, logical order in which the elements of a science are usually presented in secondary school text-books finds a place, if anywhere, only in summaries and reviews. The work proceeds instead in the more natural order in which the study of earth processes ought to be pursued with children.

The locality in which the normal school is situated offers unusual advantages for the study of earth forces and earth materials. Out-door lessons are given, to show how to discover and interpret geological and geographical phenomena. These lessons not only prove valuable in stimulating the powers of observation, but they illustrate the kind of work which it is hoped will sooner or later find its way into the elementary schools.

### **Botany.**

[MISS LEAROYD.]

The study of plant life is undertaken with two ends in view, — to arouse students to an enthusiastic observation of plants, and to give them a thorough foundation for the study of nature





Geography is a study of relations. In all the work, therefore, in both the model and normal schools, prominence is given to the control which relief and climate exert upon the life of the people. At every point the understanding is called upon to aid the memory, and geography thus changes from a subject furnishing only information to a study in which reasoning holds an important place.

In the study of the home locality the fundamental principles which underlie the teaching of all geography receive a comprehensive treatment. In fact, as the home locality illustrates to a greater or less degree the world in miniature, so the teaching of the local surface features exemplifies the methods to be followed in the study of the whole earth as the home of man.

The intelligent reading of maps and the full use of good pictures are, next to a study of the home locality, the most important topics of a general nature in this course. The successful interpretation of the map symbols, in fact, depends upon the thoroughness with which the study of the home locality has been pursued in connection with the local map, and upon the close association which has been made between the pictures of distant places and their symbolic representation. To read a map intelligently is to know geography.

### **Zoölogy.**

[Miss GOLDSMITH.]

The purpose of the work in biology is to give the students as clear an idea of evolution as is possible in the time allowed, and to lay a broad foundation for a comprehensive understanding of the study of human physiology.

For the accomplishment of this purpose the course begins with the lowest forms of animal life, and continues with the more complex organisms in the order of their development.

In each stage of development the characteristics of type forms are emphasized. Allied forms are considered in connection with the type forms.

In the laboratory, by dissection and careful observation, both external and internal organs are studied with reference to their structure, position, relation and function, together with the





special office of each in the animal economy. Additional knowledge is gained by reading and drawing.

There are frequent discussions of the problems of heredity, of environment and adaptation to environment, and of the survival of the fittest. These lead to a clearer insight into the forces at work which influence the life and structure of the various forms of the animal kingdom.

Practice in the application of the principles taught is intended to prepare those who are to become teachers to meet the requirements of the public schools.

The fine collection of specimens at the Peabody Academy of Science affords unusual facilities for the pursuit of this branch of study.

In the spring, opportunities are given to become familiar with the common birds and their songs.

The aim of the work in biology is to fit the normal students to lead children to love and care for God's creatures; to observe their habits more closely, thereby learning lessons in industry, perseverance, patience and fidelity; and to give them a keener appreciation of the wonders and the beauty of the abundant life with which we are surrounded.

### **Nature Study.**

[Miss WARREN.]

From the courses in botany and zoölogy of the junior year the pupils have gained some knowledge of the theory of evolution, and have learned many important facts concerning both plant and animal life.

The aim of the work in nature study is to find a way in which to interest the child in the life of the wonderful world about him, and through this growing appreciation to awaken the desire to find out things for himself; also, to correlate the knowledge gained by the study of his environment with his work in literature and art.

The child must first see things before he can reason about them. Unconsciously through this reasoning valuable lessons are learned, and by a better understanding of the great truths of nature, he gains a broader conception of life.



The value of the work depends upon the spirit in which it is undertaken. The habit of observation and inquiry will lead to a sympathy with nature that will be not only a source of happiness, but will tend to an enrichment of life.

### **The Manual Arts.**

[MR. WHITNEY, — MR. NEWELL.]

#### *Drawing.*

Since drawing is a mode of expression, a language positively necessary in school life and in life outside the schoolroom, the student in the normal school finds ample opportunity and occasion for its use.

The subject is not treated as an end to be obtained, but as a means to this end, — for its educational value in developing free expression, self-activity and spontaneity on the part of the pupil.

No definite outline of work in drawing is planned for the students in the normal department of the school, but a correlation with the other studies in the curriculum is found absolutely necessary; thus a very broad field for its use presents itself. If the pupil in the normal school discovers by the constant use of drawing its value to him as an individual and as a pupil, he will desire to draw, and will appreciate its value to the child in the grades when he becomes a teacher.

Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupil has the opportunity of consulting these, and of observing their application in the work with children.

In studying drawing for its value in a general education, we find that the branch of science involves the necessity of making and reading structural drawings and that nature study demands constant expression, a study of form, growth, movement and color, and a representation of appearance both in outline and in color.

The geography and history require frequent expression, and a ready response of the hand to the thought of both pupil and teacher. In this connection the study of landscape sketching and composition are valuable.







The language and literature afford a broad field for illustrative sketching, for picture study and for other branches of drawing and observation, which will help to develop an æsthetic appreciation of art.

The pupil who can illustrate a problem in number, arithmetic or geometry makes the facts in the problem much more definite and vital to himself and to the class.

In such ways as those suggested above, the department of drawing in the Salem Normal School aims to make itself helpful in meeting the problems of school life, and is found complementary to the other studies in the course.

### *Blackboard Sketching.*

A course of lessons in free blackboard sketching is given each year, as it is found a very important accomplishment for the grade teacher. Such work awakens interest, holds the attention, and cultivates on the part of the child a desire to express himself in the same free and spontaneous manner.

These blackboard lessons include the necessary strokes and exercises preliminary to sketching, and their application to the drawing of any common object or sketch which will picture to the child the topic under consideration. They include also school calendars, illustrative sketches for festivals, holidays and important events in history, as well as sketches useful in number, reading, geography, etc.

### *Lectures.*

Occasional lectures are given by the State supervisor of drawing and others upon important subjects influencing drawing in the public schools, and upon more general topics in art. To these are added a short course on the history of art, touching the various historic periods from Egypt to the Renaissance.

### *Constructive or Manual Work.*

This course consists of the use of problems in constructive drawing and design, not as an end, but for the making of good and useful objects which the needs, interests and surroundings of the pupil in the school or home may suggest.

It is not a course based on a stereotyped set of models or problems, but one in which the problems are evolved from day to day by the conditions which may arise, — problems which may be suggested by some other lesson, discussion or event in the school. Occasionally these problems deal with the individual needs or interests of a pupil, and again relate to the life of the class or school as a whole.

The work includes weaving, sewing, basketry, leather, metal and wood work, and various other lines of applied design.

This line of industry develops a wide range of thought, imagination and activity. It renders a drawing intelligible through experience, and is conducive to the cultivation of reasoning power and manual skill.

### **Music.**

[MR. ARCHIBALD.]

The work in this department is designed to enable students to teach such principles of music as will apply to the several grades of the public schools.

Tune, time, technique and the æsthetics of music are considered. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered: —

(a) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(b) Musical appreciation through the listening to good music performed by the students, and incidentally the study of famous composers and musical form.

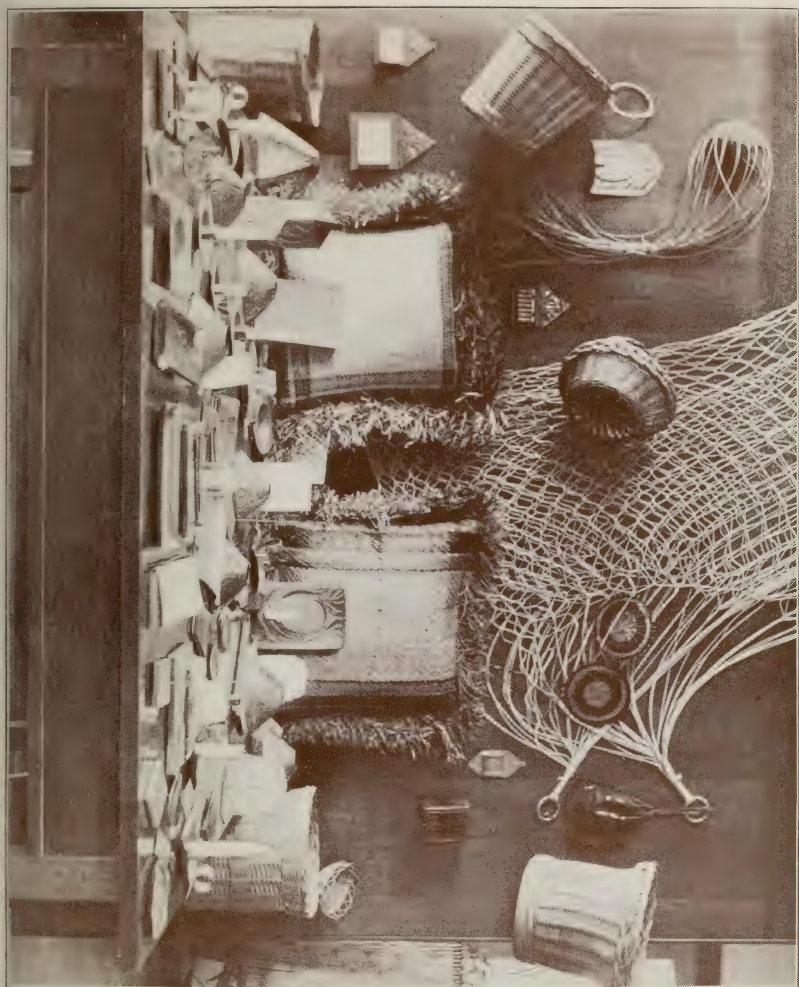
(c) Chorus singing in preparation for the graduation exercises.

### **Physiology and Hygiene.**

[MISS WARREN.]

The work in physiology being a continuation of the work in biology, the same general plan is followed. The main point in the consideration of the subject is hygiene.









To know how to care for the human body that the best results may be obtained, it is necessary:—

1. To consider it as a whole.
2. To become familiar with the functions of the organs and with their mutual dependence and co-operation.

The laboratory method is continued in this branch of study. The dissection of a mammal as a complete organism, and of individual organs of different animals, throws much light upon the structure and functions of corresponding organs in man.

A life-sized manikin, a human skeleton and microscopic slides are valuable aids in the work of anatomy.

Each of the following systems, the respiratory, the circulatory, the digestive, the excretory, the nervous, the muscular and the osseous, is studied in detail. The intimate relation of each system to the others, and the importance of keeping each in a healthy condition to ensure an harmonious whole, are strongly emphasized.

In addition, attention is given to the special senses, particularly to the structure and hygiene of the eye and ear.

The effect of alcohol and tobacco upon the human system is taken up in connection with the consideration of the organs and their functions.

One practical application of the knowledge obtained in the class room is the intelligent treatment of emergency cases.

Some instruction in regard to symptoms is given, in order to convey to the minds of the students an estimate of the general appearance of the more common diseases. This will help them, in their future work as teachers, to detect conditions of doubtful health, and to comprehend intelligently directions given by school physicians.

Special stress is laid upon the hygienic effects of clothing, bathing, food, sleep, recreation and rest.

As the body is the instrument through which mind finds expression, a better understanding of its mechanism and of hygiene is very important for those who are to take up the teacher's profession, that they may be instrumental in helping the young to a more harmonious and effective physical development.

### Physical Training.

[Miss WARREN, — Miss ROGERS.]

In the work of physical training the Swedish system of gymnastics is employed. Physical exercise has a two-fold purpose; it invigorates the body and relieves mental tension.

The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. It is supplemented by the use of apparatus, which gives added interest and enthusiasm to the work, and a greater opportunity for muscular development.

The gymnasium is provided with stall bars and benches, double boms, jumping standards, vertical ropes, a Swedish ladder and a horse.

The work is varied occasionally by gymnastic games, which are calculated to develop self-control, precision, dexterity and concerted action. Rhythmic movement is a strong feature of the work.

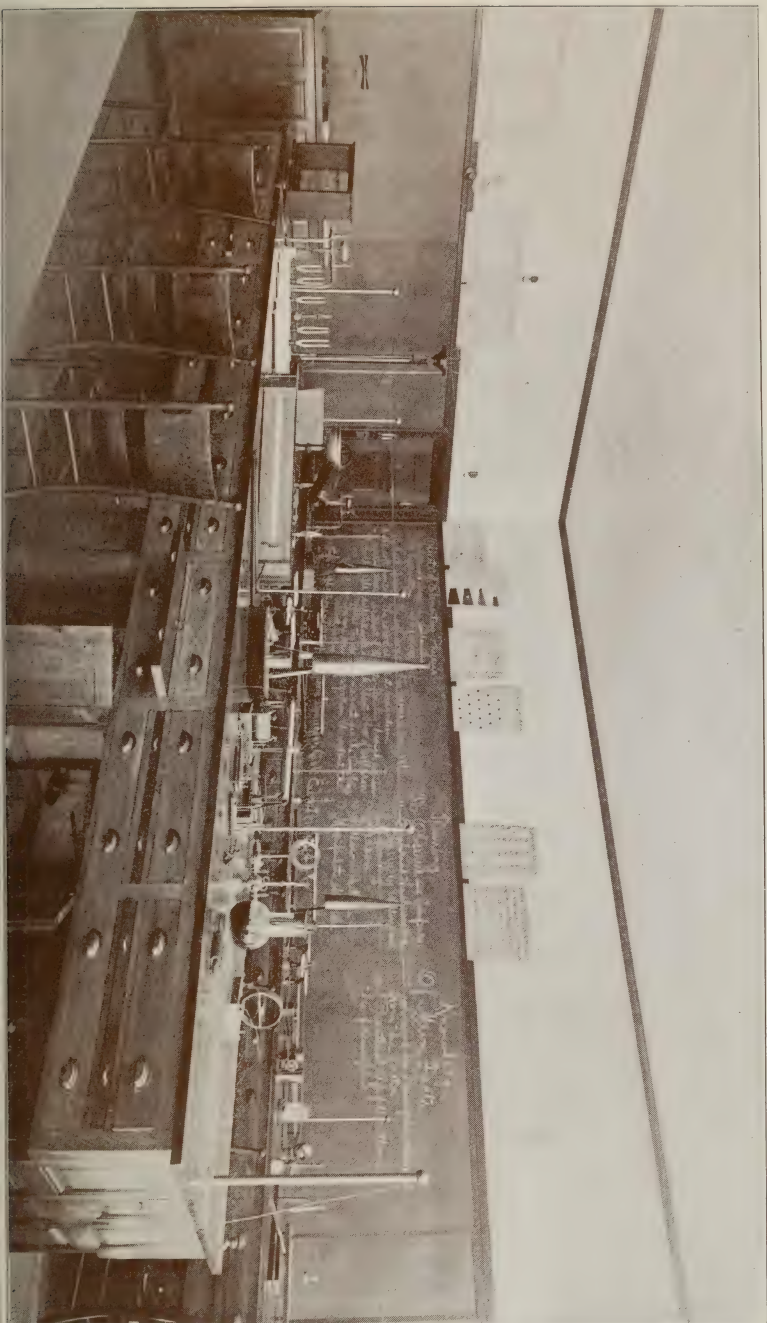
During the senior year opportunities are given the students for conducting gymnastic exercises as practice in teaching.

Association in the gymnasium promotes a social spirit, which serves as a bond of union, and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study.

The aim of the work is not only to help the student to gain a more intelligent mastery of the body, but also to train the mental and moral faculties.

The vitality and usefulness of the human body are also furthered by correct carriage, proper breathing and regular bodily exercise. Whatever, therefore, conduces to develop the chest, straighten the spine, purify the blood and distribute it to the various organs, and to improve the personal appearance generally, is a matter of vital importance.

We cannot too strongly emphasize the fact that a sound mind in a sound body is a prime requisite for success and effectiveness in any department of life.







### **Psychology.**

[Miss GOLDSMITH.]

The course in psychology extends throughout the junior year. The aim is to secure a clear and sufficient understanding of (1) the processes by which knowledge is acquired and elaborated, (2) the sources of interest and attention, and (3) the functions and training of the will. The development of the various faculties of the mind, and the relation of different branches of study to this process, receive careful attention. The work is done so as to secure a good grasp of what is really valuable to a teacher, rather than to spend time upon what is of only speculative interest. The various sources of psychological knowledge — introspection, observation of mental phenomena, the study of literature and physiological science — are all recognized as having important uses in the study of the human mind.

### **Pedagogy.**

[Mr. PITMAN.]

The course in pedagogy extends throughout the senior year. Its chief aim is to develop an understanding of the principles of education as derived from the study of psychology in the junior year, and of their application to school organization and government and to the art of teaching. The course comprises a study of the various educational agencies; of the educational values of the several subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; and of the hygiene of the schoolroom. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

The course also includes a study of the lives of the great educational reformers and of their contributions to the science of education. This work is largely biographical, and is devoted chiefly to a critical study of a few of the leading educators of modern times.

A portion of the course will be devoted to a consideration of the historical development and the characteristic features of the Mas-

sachusetts school system, and a sufficient knowledge of the school laws will be imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

### LECTURES.

Several lectures of general educational interest are given each year by people of prominence. The aim is to make them of direct practical value to the students. To this end they will be arranged as far as possible in systematic courses, and ample opportunity for discussion will be afforded.

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures:—

"The New Musical Education." Mr. CARROLL BRENT CHILTON, Editor-in-Chief, Music Lovers Library.

"Reminiscences of John Brown." Hon. FRANK B. SANBORN, Concord.

"People I have met." Col. THOMAS WENTWORTH HIGGINSON, Cambridge.

"Arts and Crafts in the Public Schools." Mr. HENRY TURNER BAILEY, Editor, School Arts Book.

"The Past of Salem." Hon. ROBERT S. RANTOUL, Salem.

Graduation address: "Moral Education in the Public Schools." Prof. GEORGE H. PALMER, Harvard University.

Interpretative reading: "Julius Cæsar." Mr. HENRY LAWRENCE SOUTHWICK, Dean, Emerson College of Oratory.

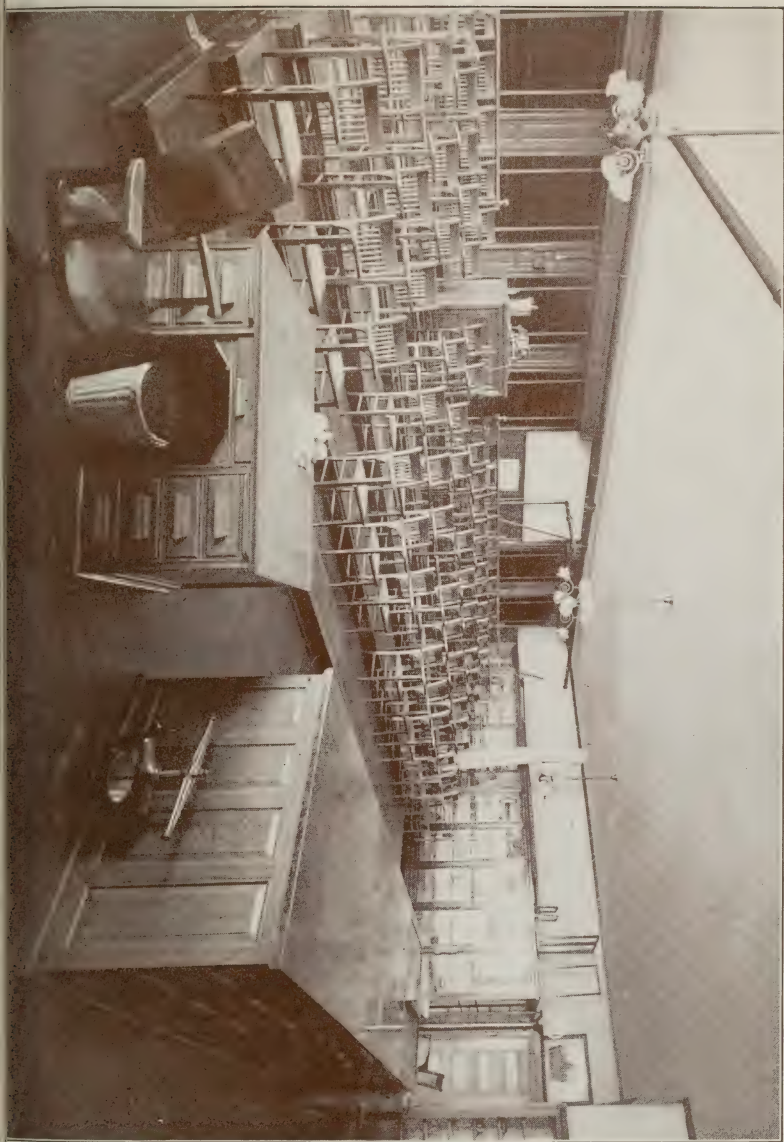
"Utilization of Museums of Art by Schools and Colleges." Mr. WALTER SARGENT, State Director of the Manual Arts.

"The School as a Social Force." Rev. WALTER SCOTT, Secretary, New England Education League.

"Relations between Teachers and Supervisors." Mr. FREDERIC L. BURNHAM, State Director of the Manual Arts.

"What a City owes to its Boys." Hon. GEORGE H. MARTIN, Secretary, Massachusetts Board of Education.

"The New England Poets." Supt. J. H. CARFREY, Wakefield.

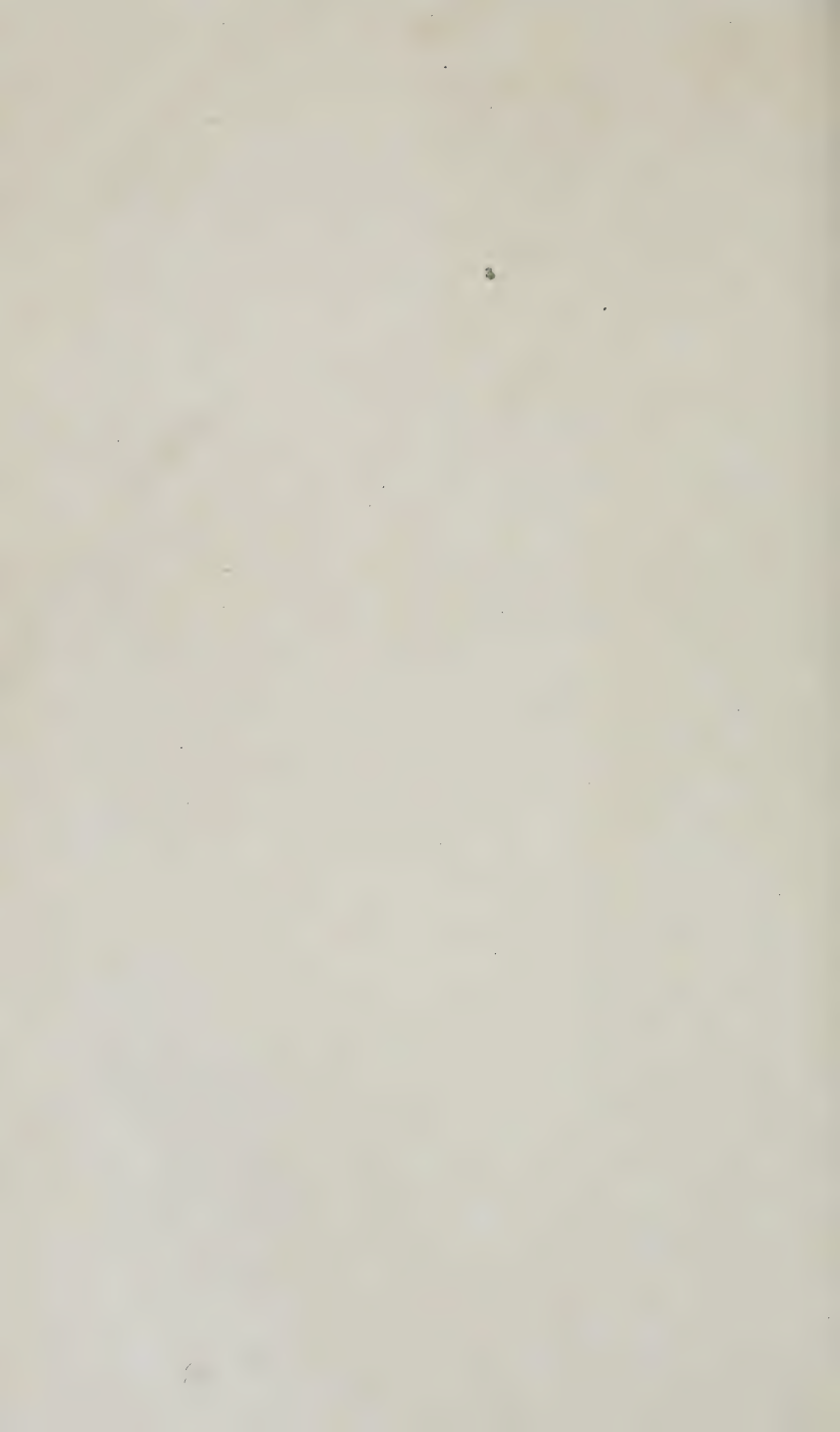












- "School Management." Mr. GRENVILLE T. FLETCHER, Northampton.
- "Industrial Education." Mr. WILLIAM A. BALDWIN, Principal, State Normal School, Hyannis.
- "The Ideal of Womanliness." Mrs. ELLA LYMAN CABOT, Chairman, Board of Visitors.
- "Education for Efficiency." Mr. JAMES P. MUNROE, President, Massachusetts Reform Club.

### THE LIBRARY AND READING ROOM.

The school is well equipped with books of reference, and a general library, which is especially strong in works of history, biography, pedagogy, poetry, and dramatic and miscellaneous literature. It contains, besides several thousand text-books, 4,382 volumes, exclusive of a large number of public documents covering a period of many years. The best periodicals of the day are also kept on file. There is a complete card catalogue by titles and authors, and a system of references by topics already contains several thousand cards, and is constantly being extended.

No needless restrictions are placed upon the use of the library and reading room, and the students are encouraged to resort to it freely and constantly.

### THE MANAGEMENT OF THE SCHOOL.

Students in a school for the professional training of teachers should be self-governing in the largest sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit and unlikely to become successful teachers, and will be removed from the school. Others also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through phys-

ical or mental deficiencies, for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and three members chosen by each class. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

### **GENERAL INFORMATION.**

#### **The Location and Attractions of Salem.**

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting also with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport, Marblehead and intervening points. Trains are frequent and convenient. Salem is also the centre of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the centre of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

**Expenses, Aid, Board, etc.**

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

At the last triennial reunion of teachers and students a movement was inaugurated to collect a "Students' Benefit Fund," whose income may be employed to aid worthy and needy persons while pursuing their studies here. At this time the sum of nearly \$300 has been contributed for this purpose. This is now known as the "Capen Memorial Fund."

The "Beckwith Memorial Fund" has been established for the purpose of exemplifying in a permanent and productive way the love and esteem which the teachers and former pupils of the Salem Normal School bear for their late principal, Dr. Walter Parker Beckwith, and for the sake of perpetuating his name in connection with the school. A memorial of this kind was always considered by him to be a most fitting and practical expression of appreciation and respect. At present this fund amounts to about \$250. It is deposited in Massachusetts savings banks, and the income, like that from the benefit fund started in July, 1904, is to be used in rendering financial assistance to promising and needy students.

The principal of the school will be glad to receive and acknowledge contributions from those who wish to honor the memories of Dr. Capen and Dr. Beckwith.

Besides these benefit funds, there is a small loan fund from which deserving students may borrow money to aid them in completing the course.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$3.50 each, per week. A record of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

### **Promptness and Punctuality.**

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismission. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

6. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.



### **Employment for Graduates.**

The increase in the number of normal graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers. But even at the present time less than one-half of all the teachers in the State are normal graduates, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. This school does not undertake to guarantee positions to its graduates, but it is a fact that promising graduates are rarely without positions six months after graduation. The principal takes pleasure in assisting graduates to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He is also glad to be informed as to the degree of success which has attended the efforts of former students.

### **Scholarships for Graduates.**

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in the Lawrence Scientific School who are graduates of any reputable normal school in the United States.

### **Notices to School Officials.**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its class rooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate to the fact of graduation. Since Jan. 1, 1900, all students who have left the school by reason of graduation, or otherwise in good standing, possess either a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

**CONTRIBUTORS TO THE DECORATIONS OF THE BUILDING.**

The Commonwealth of Massachusetts.	The Class of June, 1891.
The Salem Normal Association.	The Class of June, 1896.
The Peabody Academy of Science.	The Class of January, 1897.
Mr. George R. Chapman.	The Class of June, 1897.
Richard Edwards, LL.D.	The Class of 1898.
Mrs. C. O. Hood.	The Class of 1899.
Mr. James F. Almy.	The Class of 1900.
Miss Annie M. Phelps.	The Class of 1901.
Mr. Ross Turner.	The Class of 1902.
The Class of February, 1857.	The Class of 1903.
The Class of February, 1858.	The Class of 1904.
The Class of July, 1858.	The Class of 1905.
The Class of February, 1859.	The Class of 1906.
The Class of July, 1859.	The Model School Class of 1903.
The Class of February, 1860.	The Model School Class of 1904.
The Class of July, 1861.	Certain students and friends of Miss Elizabeth Weston.
The Class of January, 1877.	Certain students and friends of Miss Harriet D. Allen.
The Class of January, 1883.	Other teachers and graduates and others.
The Class of June, 1888.	

The following citizens of Salem have generously contributed to the decorations of the schoolrooms in the practice school: —

Mrs. James F. Almy.	Mr. Frank A. Langmaid.
Mr. George A. Brown.	Mr. J. Henry Langmaid.
Mr. William O. Chapman.	Mr. Arthur L. Lougee.
Mr. Robin Damon.	Mr. William Messervey.
Mr. William H. Gove.	Mr. John M. Raymond.
Mr. George B. Harris.	Mr. Ira Vaughn.
Mrs. William M. Hill.	Mrs. Charles F. Whitney.

**CONTRIBUTORS TO THE LIBRARY.**

Generous contributions to the library have been made by

The Class of July, 1863.

The Class of January, 1869.

The Class of January, 1870.

The Class of January, 1874.

The Class of January, 1875.

The Class of July, 1875.

The Class of January, 1876.

The Class of June, 1876.

The Class of January, 1880.

The Class of June, 1880.

The Class of January, 1881.

The Class of January, 1882.

The Class of June, 1883.

The Class of January, 1885.

The Class of June, 1885.

The Class of January, 1886.

The Class of June, 1886.

The Class of January, 1887.

The Class of January, 1889.

The Class of January, 1890.

The Class of January, 1891.

The Class of January, 1892.

The Class of June, 1892.

The Class of June, 1894.

Mrs. Thomas Hawken.

Many teachers and others.

## REGISTER OF STUDENTS.

1906=1907.

**Graduates. — Class XCII. — June 26, 1906.**

Olive Mary Adams,	.	.	.	.	.	Beverly.
Myrtle Allen,	.	.	.	.	.	Malden.
Helen Edna Baldwin,	.	.	.	.	.	Salem.
Helen Louise Barrett,	.	.	.	.	.	Lynn.
Carrie Isabel Black,	.	.	.	.	.	Ipswich.
Nona Ellen Blackwell,	.	.	.	.	.	Somerville.
Minnie Haynes Brown,	.	.	.	.	.	Malden.
Florence Elena Bunton,	.	.	.	.	.	Cambridge.
Marguerite Cushing Buswell,	.	.	.	.	.	Salisbury.
Bertha Greenwood Cole,	.	.	.	.	.	Salisbury.
Rosa Alice Curran,	.	.	.	.	.	Haverhill.
Lillian Anna Curtin,	.	.	.	.	.	Chelsea.
Pearl Frothingham Dame,	.	.	.	.	.	Somerville.
Margarida Martha DeAvellar,	.	.	.	.	.	Somerville.
Sallimae Morrill Dennett,	.	.	.	.	.	Amesbury.
Annie Montague Dickey,	.	.	.	.	.	Danvers.
Annie Louise Dodge,	.	.	.	.	.	Salem.
Ethel Sleeper Evans,	.	.	.	.	.	Amesbury.
Carrie Madella Feltham,	.	.	.	.	.	Amesbury.
Josephine Patricia Follen,	.	.	.	.	.	Nahant.
Edith Faulkner French,	.	.	.	.	.	Haverhill.
Mabel Alice Gauthier,	.	.	.	.	.	Cambridge.
Mary Elizabeth Giffin,	.	.	.	.	.	Salem.
Cecilia Eugenia Glynn,	.	.	.	.	.	East Cambridge.
Marion Elizabeth Goodson,	.	.	.	.	.	Everett.
Alice Marion Grant,	.	.	.	.	.	Haverhill.
Mary Frances Harney,	.	.	.	.	.	Lynn.
Mary Beatrice Hart,	.	.	.	.	.	Lynn.
Margaret Frances Herlihy,	.	.	.	.	.	Beverly.
Edna Hale Herrick,	.	.	.	.	.	Georgetown.
Ethel Putnam Herrick,	.	.	.	.	.	Georgetown.



Edith May Hicks, . . . . .	Lynn.
Ethel Gertrude Higgins, . . . . .	Newtonville.
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Julia Mary Horgan, . . . . .	Cambridgeport.
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Florence Marie Leavitt, . . . . .	Danvers.
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Mary Frances Low, . . . . .	Wakefield.
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Phebe Harriet Patterson, . . . . .	Lynn.
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Edna Ricker, . . . . .	Lynn.
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Miriam Adelaide Tighe, . . . . .	Salem.
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Mildred Frost Williams, . . . . .	Danvers.
Clara Witham, . . . . .	Everett.
Frank William Woodlock, . . . . .	Allston.
Marion Young, . . . . .	Lynn.

*Certificates for One Year's Work.*

Clara Melvin Clement,	.	.	.	.	.	Merrimac.
Elsie May Ross,	.	.	.	.	.	Ipswich.

**Special Students.**

Gladys Blodgette,	.	.	.	.	.	Rowley.
(Ipswich High School.) Teacher.						
Elizabeth Sarah Callahan,	.	.	.	.	.	Charlestown, N. H.
(Dean Academy.) Teacher.						
William Francis Donovan,	.	.	.	.	.	Cambridgeport.
(Cambridge English High School.)						
Evie Fontaine Kelley,	.	.	.	.	.	Somerville.
(Somerville English High School.) Teacher.						
Lottie Henson Kidger,	.	.	.	.	.	Everett.
(Lowell School of Practical Design.)						
Margaret Elizabeth Savage,	.	.	.	.	.	Bellows Falls, Vt.
(Bellows Falls High School.) Teacher.						
Mary Taylor Towle,	.	.	.	.	.	Dover, N. H.
(Plymouth Normal School.) Teacher.						

**Students of the Elementary Course.**

Fannie Nelson Allen,	.	.	.	.	.	Rockport.
Evelyn Lewis Alley,	.	.	.	.	.	Gloucester.
Lydia Christina Anderson,	.	.	.	.	.	Everett.
Bernice Josephine Andrews,	.	.	.	.	.	Hamilton.
Mary Eleanor Anthony,	.	.	.	.	.	Lynn.
Annie Dodge Archer,	.	.	.	.	.	Salem.
Ellen Abigail Baker,	.	.	.	.	.	West Somerville.
Elsie Moore Baker,	.	.	.	.	.	Ipswich.
Alice Tracey Barrett,	.	.	.	.	.	Everett.
Katherine Estelle Barrett,	.	.	.	.	.	Newburyport.
Helen Gertrude Bassett,	.	.	.	.	.	North Andover.
Elizabeth Annie Batchelder,	.	.	.	.	.	North Reading.
Ethel May Batchelder,	.	.	.	.	.	East Northwood, N. H.
Georgia Edna Becker,	.	.	.	.	.	Swampscott.
Margaret Annie Beirne,	.	.	.	.	.	Peabody.
Olga Beloff,	.	.	.	.	.	Amesbury.
Harriet Sarah Bishop,	.	.	.	.	.	Arlington.
Sigrid Christine Bjorklund,	.	.	.	.	.	Malden.
Walter H. Bonelli,	.	.	.	.	.	Boston.
Eva Mary Bousquet,	.	.	.	.	.	East Cambridge.

Martha Eva Bradstreet, . . . . .	Beverly.
Susie Frances Bray, . . . . .	Everett.
Marion Eunice Brennan, . . . . .	Melrose.
Alice Marie Bresnahan, . . . . .	Lynn.
Annie Beryl Bruorton, . . . . .	Reading.
Addie Margaret Bucksey, . . . . .	Peabody.
Helen Louise Burnham, . . . . .	Revere.
Ellen Jane Butler, . . . . .	Revere.
Avis Carleton, . . . . .	Beverly.
Alice Asenath Caverly, . . . . .	Lynn.
Fred Allan Chapman, . . . . .	Salem.
Annie Melissa Chase, . . . . .	Beverly.
Jessie Amelia Christie, . . . . .	Malden.
Alice Belle Clapp, . . . . .	Danvers.
Mary Alice Cohane, . . . . .	Salem.
Grace Webster Cook, . . . . .	Peabody.
Jenny Farquhar Copland, . . . . .	West Somerville.
Rosalind Fidelia Corbin, . . . . .	Everett.
Ann Johnson Coughlin, . . . . .	Manchester.
Abbie May Croseup, . . . . .	Malden.
Bessie Warren Curtis, . . . . .	Boxford.
Alice Gertrude Dacey, . . . . .	Arlington.
Ethel Rimmer Dalrymple, . . . . .	Marblehead.
Florence Davidson, . . . . .	Salem.
Bertha Street Davis, . . . . .	Melrose.
Pauline Dawson, . . . . .	Ipswich.
Edith Rosamond Day, . . . . .	Gloucester.
Eleanor Frances Desmond, . . . . .	Malden.
Gertrude Dinan, . . . . .	Wakefield.
Catherine Lauretta Dinneen, . . . . .	East Cambridge.
Julia Agnes Dinneen, . . . . .	East Cambridge.
Carolyn Louise Donohoe, . . . . .	Lynn.
Anastatia Emaline Donovan, . . . . .	Wakefield.
Mary Teresa Dowling, . . . . .	Everett.
Louise Maria Durkee, . . . . .	North Wilmington.
Eleanora Wilhelmina Erickson, . . . . .	Chelsea.
Alice Hildreth Fernald, . . . . .	Reading.
Florence Emma Field, . . . . .	Winchester, N. H.
Joyce Lisabel Fielder, . . . . .	Everett.
Mildred Hodges Fisher, . . . . .	Cotuit.
Irene Marie Fitzgerald, . . . . .	Cambridge.
Verna Belle Flanders, . . . . .	Lynn.
Elizabeth Agnes Flemming, . . . . .	Beverly.
Eunice Fogg, . . . . .	Everett.
Alice Winifred Gaughan, . . . . .	Cambridge.

---

Agnes Katherine Geary, . . . . .	Cambridge.
Edna Florence Gordon, . . . . .	West Somerville.
Ethel Maria Grady, . . . . .	Lynn.
Marie Louise Gunn, . . . . .	Lynn.
Alice Sarah Hainsworth, . . . . .	North Andover.
Mary Wealthy Hall, . . . . .	Salem.
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Louise Arvilla Hill, . . . . .	Lynn.
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Robert Bigelow Houghton, . . . . .	North Andover.
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Frances Priscilla Johnson, . . . . .	Somerville.
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Marguerite Loretta Kelley, . . . . .	Lynn.
Amy Sargent Kelly, . . . . .	Danvers.
Alice May Knox, . . . . .	Groveland.
Rheta May Lattie, . . . . .	Malden.
Laura Marie LaVallée, . . . . .	Chelsea.
Ella Adeline Lee, . . . . .	Lynn.
Helen Evans Williams Lee, . . . . .	Chelsea.
Leon K. John Levonian, . . . . .	Anitab, Turkey.
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Florence Gertrude Musso,	.	.	.	.	.	West Lynn.
Elmina Marie Nadeau,	.	.	.	.	.	Salem.
Grace Isabel Nelligan,	.	.	.	.	.	Cambridge.
Irene Haskell Newell,	.	.	.	.	.	Chelsea.
Bertha Frances Niles,	.	.	.	.	.	Salem.
Maude Marion Norris,	.	.	.	.	.	Salem.
Eleanor Elizabeth O'Brien,	.	.	.	.	.	Cambridge.
Kathleen Holmes O'Brien,	.	.	.	.	.	Amesbury.
Mary Gertrude Obst,	.	.	.	.	.	Cambridge.
Mary Anne O'Callaghan,	.	.	.	.	.	North Cambridge.
Nora Anastatia O'Connell,	.	.	.	.	.	Wakefield.
Hazel Isabell Oliver,	.	.	.	.	.	Wakefield.
Helen Margaret O'Rourke,	.	.	.	.	.	Peabody.
Mabel Julia Palmer,	.	.	.	.	.	Lynn.
Abbie Isabel Patten,	.	.	.	.	.	Beverly.
Harlan Berkley Peabody,	.	.	.	.	.	Lynnfield.
Mabel Luella Peterson,	.	.	.	.	.	Wenham Depot.
Lillie May Phillips,	.	.	.	.	.	Nahant.
Marion Edith Powers,	.	.	.	.	.	Chelsea.
Amy Estelle Putney,	.	.	.	.	.	Billerica.
Lena Leslie Quimby,	.	.	.	.	.	Amesbury.
Amy Frances Ramsdell,	.	.	.	.	.	Beverly.
Florence Emma Ramsdell,	.	.	.	.	.	Lynnfield.
Lizzie Evelyn Ramsdell,	.	.	.	.	.	Lynnfield.
Ella Robens Rand,	.	.	.	.	.	Amesbury.
Bessie Eva Rea,	.	.	.	.	.	North Andover.
Alice Louise Reid,	.	.	.	.	.	Somerville.
Ethel Emma Rees,	.	.	.	.	.	Lynn.
Marion Ella Remon,	.	.	.	.	.	Salem.
Katharine Elizabeth Reynolds,	.	.	.	.	.	Salem.
Julia Marie Ryan,	.	.	.	.	.	Cambridge.
Mary Blanche Sargent,	.	.	.	.	.	Groveland.
Elspeth Cumberland Saunders,	.	.	.	.	.	Andover.
Lillian Maude Schofield,	.	.	.	.	.	Ipswich.
Grace Elizabeth Schroeder,	.	.	.	.	.	Chelsea.
Margaret Eleanor Scully,	.	.	.	.	.	Chelsea.
Helene Maria Seils,	.	.	.	.	.	Cambridge.
Eleanor Louise Sheehan,	.	.	.	.	.	Lynn.
Bertha Theodora Sjoberg,	.	.	.	.	.	Everett.
Clementina Duncan Smith,	.	.	.	.	.	Cambridgeport.







## Certificate Required for Admission to a Preliminary Examination.

\_\_\_\_\_ 1907.

\_\_\_\_\_ has been a pupil in the  
\_\_\_\_\_ School for three years, and is, in my judgment,  
prepared to pass the normal school preliminary examination in the following  
group or groups of subjects and the divisions thereof:—

Group II. \_\_\_\_\_ Group IV. \_\_\_\_\_

Group III. \_\_\_\_\_ Group V. \_\_\_\_\_

Signature of principal or teacher, \_\_\_\_\_

Address, \_\_\_\_\_

## Certificate of Graduation and Good Character.

THIS IS TO CERTIFY that M \_\_\_\_\_  
is a regular graduate of a four years' course of the \_\_\_\_\_  
\_\_\_\_\_ High School, and that, to the best of my knowledge  
and belief, \_\_\_\_\_ he is a person of good moral character.

\_\_\_\_\_ *Principal.*

\_\_\_\_\_ 1907.

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# STATE NORMAL SCHOOL SALEM, MASSACHUSETTS



Fifty-seventh Year  
1907 — 1908









STATE NORMAL SCHOOL — SALEM, MASS.

FIFTY-FOURTH YEAR

OF THE

STATE NORMAL SCHOOL

AT

SALEM, MASS.



1907-1908.



BOSTON:

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

18 POST OFFICE SQUARE.

1908.

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ALBERT E. WINSHIP, Litt. D., . . Somerville, . . .	May 25, 1908.
THOMAS B. FITZPATRICK, . . . Brookline, . . .	May 25, 1909.
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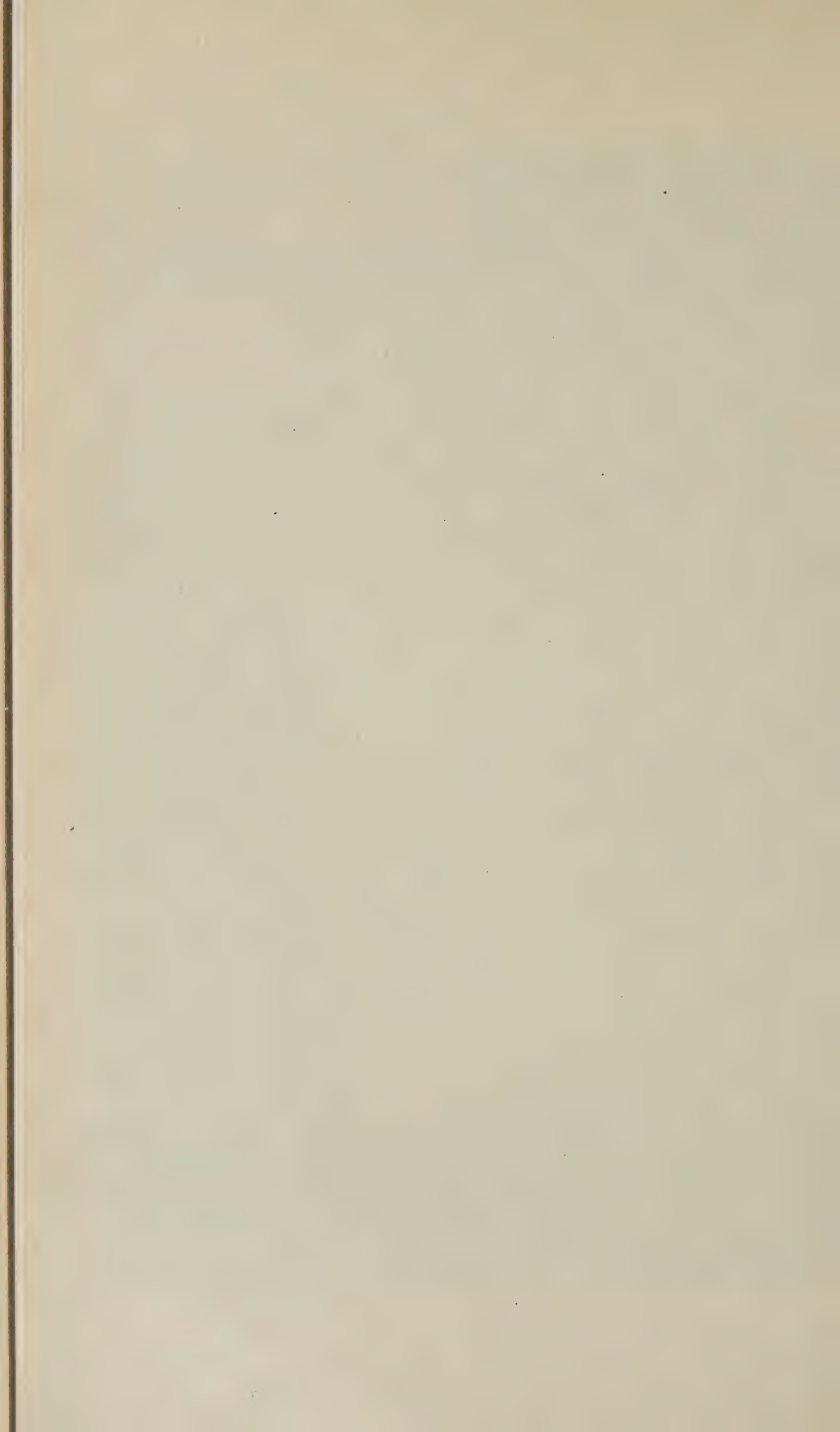
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DELIA FRANCES CAMPBELL, . . . . .	Second Grade.
HELEN MERRILL DILLINGHAM, . . . . .	First Grade.
MILDRED M. MOSES, . . . . .	<sup>2</sup> First Grade.
SUSAN ELLEN ROPES, . . . . .	<sup>2</sup> Second Grade.
LOUISE FARRINGTON, . . . . .	Kindergarten.
ALICE MARTHA WYMAN, . . . . .	<sup>2</sup> Kindergarten.
BERTINA DYER, . . . . .	<sup>3</sup> Ungraded School.

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<sup>1</sup> Absent on leave: Sumner Webster Cushing, S.B.; substitute.

<sup>2</sup> Bertram School, Willow and Summit avenues.

<sup>3</sup> Farms School, Marblehead.

## OFFICERS OF THE SALEM NORMAL ASSOCIATION.

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J. ASBURY PITMAN,	.	.	.	.	.	.	.	} <i>Faculty.</i>
HARRIET L. MARTIN,	.	.	.	.	.	.	.	
GERTRUDE B. GOLDSMITH,	.	.	.	.	.	.	.	
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MARION E. REMON,	.	.	.	.	.	.	.	
BERTHA L. DEANE,	.	.	.	.	.	.	.	} <i>Junior Class.</i>
RUTH K. JAMES,	.	.	.	.	.	.	.	
ELIZABETH B. ARMSTRONG,	.	.	.	.	.	.	.	



## CALENDAR FOR 1908=1909.

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### **Spring Recess.**

From close of school on Friday, March 27, 1908, to Tuesday, April 7, 1908, at 9.20 A.M.

### **Graduation.**

Tuesday, June 23, 1908, at 10.30 A.M.

### **First Entrance Examinations.**

Thursday, June 25, 1908.

8.30-9.30 A.M. — Registration.

9.30-11.30 A.M. — Group I.

11.30 A.M.-12.30 P.M. — Group III.

2-4 P.M. — Group IV.

Friday, June 26, 1908.

9.30-11.30 A.M. — Group II.

11.30 A.M.-12.30 P.M. — Group V.

### **Second Entrance Examinations.**

Tuesday and Wednesday, Sept. 8 and 9, 1908.

(Hours and order as above.)

### **Beginning of School Year.**

Thursday, Sept. 10, 1908, at 9.20 A.M.

### **Thanksgiving Recess.**

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

**Christmas Recess.**

From close of school at 12.30 P.M. on Thursday, Dec. 24, 1908, to Tuesday, Jan. 5, 1909, at 9.20 A.M.

**Beginning of Second Half-year.**

Tuesday, Jan. 26, 1909.

**Spring Recess.**

From close of school on Friday, April 2, 1909, to Tuesday, April 13, 1909, at 9.20 A.M.

**Graduation.**

Tuesday, June 22, 1909, at 10.30 A.M.

**First Entrance Examinations.**

Thursday and Friday, June 24 and 25, 1909.

(Hours and order as above.)

**Second Entrance Examinations.**

Tuesday and Wednesday, Sept. 7 and 8, 1909.

(Hours and order as above.)

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NOTE.—The regular weekly holiday of the school is on MONDAY, but the practice schools conform to the rules governing the other public schools in Salem, and have their holiday on SATURDAY. The practice schools open the second Monday in September and close the last week in June. Vacations during the school year are from Christmas to New Year's, inclusive, and for the week beginning with the first MONDAY in April.

The telephone call of the school is "Salem, 375."

The principal's residence is at 260 Lafayette Street, and his telephone call is 149-1.

# STATE NORMAL SCHOOL, SALEM, MASS.

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## HISTORICAL SKETCH.

The State Normal School at Salem was opened to students Sept. 12, 1854. It was the fourth normal school established by the State of Massachusetts. Indirectly it was the outcome of steps taken to provide a new location for the first normal school in the State, which was opened at Lexington. The old school was not transferred to Salem, but the Legislature directed the State Board of Education to establish a new one in Essex County, and this city was finally chosen as its location.

The first building of the school stood at the corner of Broad and Summer streets. Its cost, including site and equipment, slightly exceeded \$20,000. The city of Salem erected the building, and received in partial compensation the State appropriation of \$6,000 and a contribution of \$2,000 from the Eastern Railroad Company. The building was enlarged and improved in 1860, and again in 1871.

After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools. The Legislature of the Commonwealth consequently made generous provisions for a new building. Work was begun in November, 1893, and the building was first occupied by the school Dec. 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

## THE SCHOOL BUILDING.

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn

and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus, the toilet and play rooms for the pupils of the model schools, besides the gymnasium with its adjoining dressing room, the industrial laboratory, bicycle room, lunch room, and store rooms for supplies and materials.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the practice schools. The rooms for these schools — nine in number, besides six recitation rooms connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate 350 pupils.

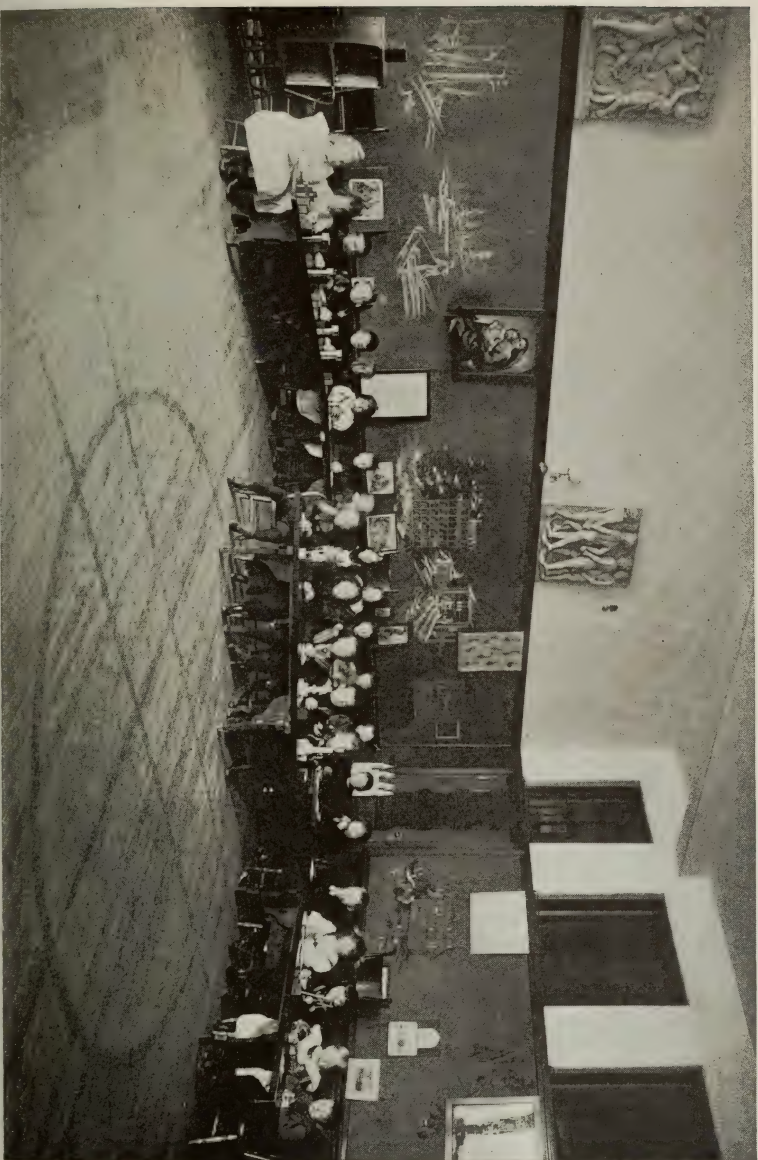
The central portion of the second floor is occupied by the assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of the floor contains the principal's office, reception room, faculty room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two rooms on the north side furnish admirable accommodations for the work in drawing.

The size and lighting of the rooms are conspicuous features of the building. The corridors are also noticeable for their width and cheerful aspect. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's office speaking tubes radiate to all the important rooms; while a





ONE OF THE KINDERGARTENS.





program clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of oak, and all the furniture of the building is in keeping.

### DECORATIONS.

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of the refining and educative value.

There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. Such works of art, well chosen and hung, may exert a helpful influence in other branches of study as well as in art.

With these thoughts in mind, the pictures and casts in the building were selected and placed in the various rooms and corridors, and they have served their purpose thus far in creating a taste for and an appreciation of good things.

There are many pictures of historic interest, cathedrals, colonnades, arches and temples, which have proved of value in geography and history. There are photographs from works of masters such as Corot, Millet, Mauve, Jacque, Israels and others, which are full of helpful suggestions in literature, language, and nature study.

These works of art have been presented by the State, by students and teachers, and by generous friends of the school, to whom due acknowledgment is made upon another page.

### THE TEACHERS AND STUDENTS.

The school during its history has had five principals and seventy-six assistant teachers. The development of the practice schools began in 1897, and with them twenty-five persons have been connected as teachers. Sixteen teachers are now required in the normal school and thirteen in the practice schools.

More than five thousand students have attended the school, of whom fifty-five per cent. have received either certificates or diplomas. The proportion of those who complete the course has been increasing steadily in recent years.

### REQUIREMENTS FOR ADMISSION.

Candidates for admission must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined:—

- (1) By their standing in a physical examination.
- (2) By their moral character.
- (3) By their high school record.
- (4) By certificate or by a written examination.
- (5) By an oral examination.

#### Physical Examination.

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

#### Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

#### High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent*







*not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of all candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring; especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

#### **Admission on Certificate.**

At the regular meeting of the Board of Education held on May 2, 1907, the following votes were passed:—

College graduates may be admitted to the State normal schools without examination, and may receive a diploma after satisfactorily completing a course of one year, requiring at least twenty recitation periods per week and including the advanced pedagogy and practice of the senior year.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

High schools desiring this approval should correspond with the secretary of the Board.

French may be taken in the preliminary examinations.

Blank forms for certificates may be obtained at the office of the State Board of Education, State House, Boston, or at the school.

#### **Commercial Department.**

For requirements for admission to the commercial courses, see pp. 39 and 40.

### Written Examination.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*):—

I. *Language*.—(a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics*.—(a) Algebra and (b) plane geometry.

III. *United States History*.<sup>1</sup>—The history and civil governments of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science*.—(a)<sup>1</sup> Physiology and hygiene and (b) and (c) any two of the following,—physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music*.—(a) Elementary mechanical and freehand drawing with any one of the topics,—form, color and arrangement, and (b) music.

### Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as to give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

### General Requirement in English for All Examinations.

*No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal*

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<sup>1</sup> No substitute will be accepted.

school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

### Special Directions for Written Examinations.

#### Group I. — Language.

(a) *English*. — The subjects of the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1907 and 1908 is as follows: —

Shakespeare's *Julius Cæsar*; Milton's *L'Allegro, Il Penseroso, Comus* and *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Addison* and *Life of Johnson*.

The books for study in 1909 are: —

Shakespeare's *Macbeth*; Milton's *L'Allegro*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover (1) whether the student has acquired a good habit of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

(b) *Either Latin or French*. — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

#### Group II. — Mathematics.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

### *Group III. — United States History.*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised — also in English history so far as this history bears conspicuously on that of the United States.

### *Group IV. — Science.*

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany and Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as par-



tial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

*Group V. — Drawing and Music.*

(a) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, — including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, chromatics, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or time phrases sung or played.

**Division of Examinations.**

Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, *each group to be presented in full*: —

- I. French.
- II. Mathematics.
- III. United States history.
- IV. Sciences.
- V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at end of this catalogue.)

The group known as *I. Language* must be reserved for the final examinations with the exception of French, as indicated above. It will doubtless be found generally advisable in practice that the group known as *IV. Science* should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in



June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

### **Equivalents.**

Persons desiring to enter the school, whose course of study has been equivalent to, but not identical with, the requirements of admission are advised to correspond with the principal. Each case will be considered upon its merits, and in deciding the question of admission there will be a serious effort to give all the credit that is due. Experience in teaching, according to its amount and kind, is regarded as very valuable.

### **Students from outside the State.**

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be admitted as students on payment of fifty dollars per year, of which sum one-half is payable at the beginning of the year, and the other half at the middle of the year. This applies to all courses.

### **Special Students.**

College graduates, graduates of normal schools, and other persons of suitable attainments, including those who have had considerable experience in teaching, may, by arrangement with the principal, select a year's work from the regular program or from the commercial course. If this work embraces not less than twenty recitation periods per week, and includes the course in pedagogy and practice teaching, the student will receive a certificate for the same upon its satisfactory completion.

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in desiring to enter the school is required, and those who do not intend to remain at least one-half year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special

courses, except in cases which are really exceptional. Personal culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from a half year's work. Some of our most earnest students have been of this class. The school is also open to teachers who desire to enter existing classes on Saturdays. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.

### **Elementary Course of Study.**

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic, algebra and plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene, nature study.

(e) Drawing, vocal music, physical training, manual training.

II. (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in

school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

**Special and Advanced Courses.**

For description of special and advanced courses, see pp. 18, 19; 39, 40, 41.

**Conditions of Graduation.**

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. While the fact is recognized that predictions regarding the success or failure of normal school students as teachers always involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the application of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the standpoint of personality.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

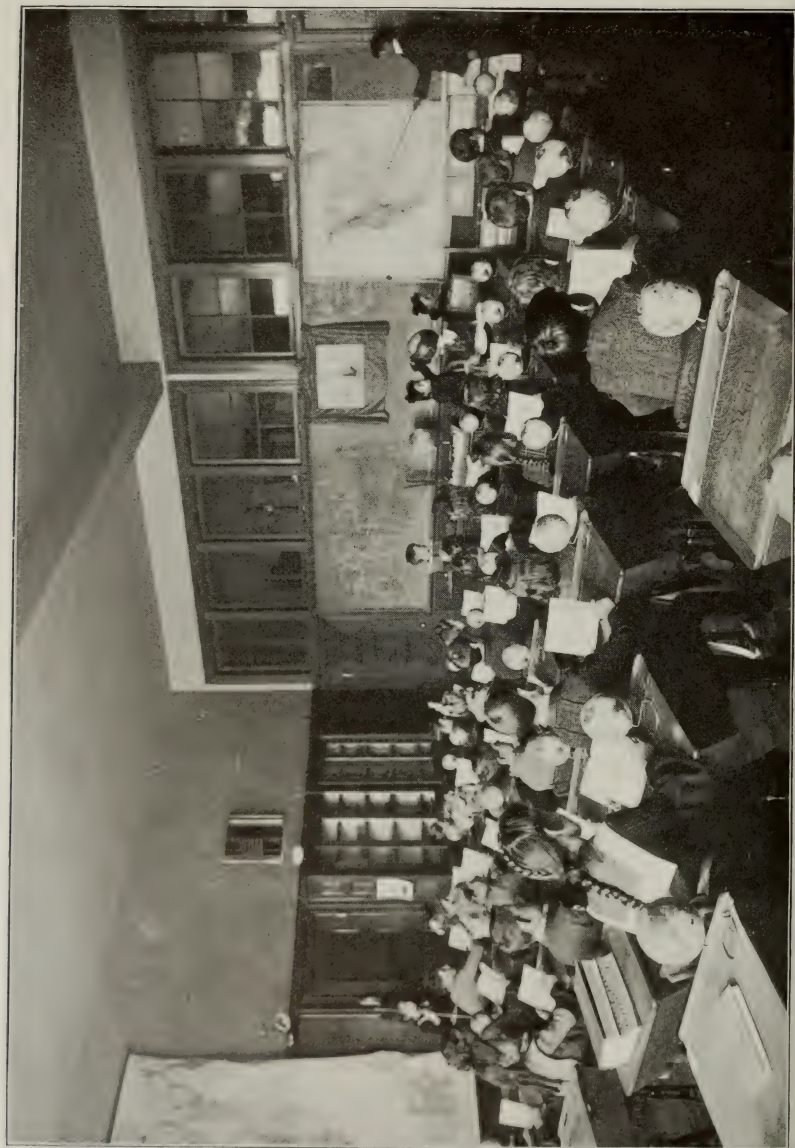
**THE MODEL AND PRACTICE DEPARTMENT.**

[Mr. CHURBUCK, Principal; Miss PAINE, Critic.]

In co-operation with the school committee of the city of Salem, the State normal school maintains in its building a complete sys-







GRADE VI. — MODEL SCHOOL.



tem of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes kindergarten and primary classes in the Bertram school building and a model ungraded school in Marblehead. The teachers are nominated by the principal of the normal school, with the approval of the Board of Visitors, and they are elected by the city school committee. The assignment of pupils is in the hands of the local authorities, so that the children do not constitute a picked company.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the art of teaching may here exemplify the theory in which the normal students are taught. In the model and practice school located in the normal school building, a large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it easy to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service.

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergartens; and arrangements

have also been made for a few students to gain a limited amount of experience in teaching in the upper grades of the Pickering Grammar School in this city.

## AIM AND SCOPE OF THE COURSE OF STUDY.

### Literature.

[Miss PEET.]

Literature is the expression in an art form of that which is of vital importance in the development of character, — a knowledge of human personality in its manifold moods and various relationships. The endeavor of the junior work is to give the student a broad outlook into the field, first, through a study of typical masterpieces, lyrical, dramatic and narrative, and, in the second place, through the study of American literature chronologically considered. The aim throughout is not only to bring the class into close and appreciative contact with the best literature, but to give to the student those things which are of importance to a teacher, — ability to judge literature on its merits and to interpret to others its beauties of thought and form. The senior work consists in studies in children's literature, and in discussions of the aims and methods of teaching the subject. The class has continual practice in the selection, organization and presentation of material.

### English Language.

[Miss LEAROYD, — Miss DEANE.]

The study of language is continued throughout the two years. As the students come from many different schools, their preparation is varied. It is therefore necessary during the first year to consider the essential qualities of language, in order to lay a uniform foundation for the intelligent discussion of the work in language in the lower grades.

The subjects taken are considered chiefly from the standpoint of the teacher. Suggestions are given for planning and presenting subjects to a class, and opportunity is given for practice before the normal school class. Frequent oral and written criticisms are required. The students are expected gradually to assume the responsibility of the work in the classroom.

As far as possible, the work in English is associated with that in other branches, and the student is made to feel the importance of a skilful use of language both in speech and in writing. Those who are especially deficient in knowledge or in practice are expected to give the subject extra attention.

In the second year the teaching of English is considered. Good books on the subject are read by the class, for the purpose of gaining a high ideal and inspiration for the work. A course of study in general language work is suggested, to be used as a basis for class discussion and as a guide for individual work in planning different types of lessons. The best order of topics in grammar is considered, and exercises are planned and given.

The observation of the work in the practice school serves to emphasize and illustrate points discussed.

### **Reading and Voice Training.**

[Miss ROGERS.]

The work of this department is two-fold, including: (1) the personal training and culture of the student; (2) the training in methods of teaching reading in primary and grammar schools.

During the first year the work is directed toward the personal improvement of the student. The selections for oral reading lessons are taken from the authors studied with the teacher of literature. This is an attempt to impress, in a practical way, the fact that appreciation of the beauty and meaning of literature is the basis of intelligent reading. Three purposes are kept in mind: to develop the power of getting the thought of an author, to create a desire for revealing it to others, and to acquire skill in its expression.

In the second year attention is directed to the pedagogical aspect of the subject. Students are not taught to depend upon one "method" of teaching reading. The aim is rather to familiarize them with typical methods, as the alphabetic, word and phonetic, and to give them certain practical tests by means of which any popular system may be examined and judged. It is hoped in this way to lead students to be broad-minded enough to teach with enthusiasm any method now in use, knowing that success depends upon the sympathy and wisdom of the teacher, rather



than upon the method. Schools in which various methods are used are visited by the students, who report observations to their class-mates. Text-books are reviewed, programs for reading and literature in the grades are examined, and several books treating of reading and the voice are read. Typical lessons on the use of the dictionary and reference books are presented. Some practice is given in story-telling and interpreting poems to children. Phonetics from the teacher's standpoint is studied in connection with Professor Robbins's pamphlet on that subject.

During both years of the course a small amount of time is devoted to vocal gymnastics and the mechanical side of reading.

### Elementary Latin.

[Miss MARTIN.]

The modern idea of gaining the much-needed additional time for Latin in the public schools by extending the course downward into the grades is both a natural and a reasonable one; and the introduction of this study into the last year of the grammar school curriculum has been carried into effect in many representative schools. It is fitting that the normal school take note of this fact, and provide means for training such of its students as may desire to prepare themselves for work in this line.

In accordance with this view, a class has been organized for the consideration of methods of teaching "beginner's Latin." Membership is optional. The class is open to special students, and to students of the second or third year whose general standing warrants their undertaking the additional work.

In the weekly recitation period the ultimate purpose of the study of Latin is noted, the results to be secured in the first year's work are made clear, and the means of attaining these results receive full discussion. The importance of *drill* is easily apparent; indeed, the work of the teacher of first-year Latin may almost be summed up in that word. Hence the necessity of a thorough discussion of the various modes of drill calculated to secure the desired results, viz., the gaining of a vocabulary, the mastery of forms and the acquisition of the more important principles of syntax. Various devices and aids, in the shape of

drill cards, drill books, etc., are provided, and these are carefully examined and discussed.

The leading modern text-books covering first-year work are at hand, and detailed study is made of the different types. Enough lessons are worked out in each book to bring the student-teacher into sympathy with the spirit of the book, and give him an intelligent appreciation of the author's method. The more difficult forms and constructions receive special attention, and the comparative method of study rendered possible by the number of different text-books available is emphasized throughout the course.

### **Arithmetic.**

[Miss PEET.]

There is an arithmetic of books and one of actual concrete situations in life. When the first is taught to the exclusion of the latter, the pupil has but a poor incentive for the study, and gains but little ability in the application of his knowledge. To avoid the narrowness of such a training the arithmetic is brought into contact with the activities of the student. It is based upon manual training, nature study, geography, and other interests of the school, home and community life. The work with the training class covers the senior year. During the first half of the year the class discusses the principles underlying the number work of the primary school and works out their application through teaching exercises. During the second half of the year the class reviews advanced arithmetic and develops methods of teaching it. Books are used for reference, but the endeavor here, as elsewhere, is to find the arithmetic of the actual office, shop and home.

### **Geometry.**

[Miss MARTIN.]

The course is planned to include (1) a review of demonstrative geometry and (2) a detailed study of concrete or observational geometry. The two are carried along together.

In the demonstrative work special attention is given to securing exactness in reasoning and in expression and to helping students towards that mastery of the subject which may reasonably



be expected of teachers in the elementary schools. In this connection the origin and development of the science are made a matter of study, and the scope and plan of the ordinary text-book in geometry are noted. The general object in this part of the work is to confirm and supplement and make exact the student's knowledge, to broaden his outlook, arouse fresh interest, and awaken a sense of the teacher's responsibility towards the subject.

The course in concrete geometry develops the elementary definitions, and such of the simpler truths of the science as lend themselves to objective treatment. A topical outline in the hands of students furnishes a basis for discussion of methods of work and the selection and arrangement of material. The leading text-books in this department are reviewed, and to some extent practically tested. Laboratory work and field work are prominent features. The general aim is to put students in possession of approved methods of teaching in elementary schools those parts of geometry which by general consent are adapted therefor.

### **Algebra.**

[Miss MARTIN.]

The general purpose is to review and supplement the student's knowledge of the subject-matter, and to establish clear and simple methods of teaching the more elementary topics. This involves (1) a thorough study of the processes underlying the solution of simple equations and the simpler forms of quadratics, (2) the discussion of methods of solution of equations of these types, and (3) the discussion of problems involving such equations, together with devices for making real to a class of beginners the conditions of a problem. The aim is to develop facility in algebraic operations, to give an intelligent grasp of the subject-matter, and to form the habit of regarding it from the teacher's point of view.

### **United States History.**

[Miss DEANE.]

The study of United States history is included in the second year of the course. The work is two-fold in character, consist-

ing (1) of academic study and review for the purpose of familiarizing students with the entire sequence of American history, and (2) of demonstration and discussion of suitable methods of procedure in public schools. Sufficient work is done to indicate right methods of teaching and studying history in general. Courses of study from various schools and cities are compared and discussed, with a view to understanding their requirements and pedagogical basis.

The academic work follows a topical analysis. These topics are developed in various ways, — sometimes in detailed outlines, as recitations, as written themes, debates, or by question analysis. Special topics are assigned from time to time for individual research and presentation. An acquaintance with the works of standard authors is sought. The library is well equipped with reference books and text-books. The students are encouraged to make use of material from public libraries in their own cities and of historical museums which are easily accessible.

Topics of current interest are given attention, and thinking along lines of public welfare is encouraged. The elements of civil government have their place in the outlined courses, and the attempt is made to render all work in this field as practical as possible.

It is greatly to be desired that the high schools should offer courses in United States history, to prepare students for normal school work. Until such courses are generally offered, history in the normal school cannot be developed along the broad lines necessary in the preparation of teachers.

### **Chemistry and Physics.**

[Mr. ADAMS.]

The aim of the work in these subjects is not to turn out trained chemists or physicists, or to prepare students for college examinations, but to lead them to acquire the power of accurate observation, correct expression, and clear thinking; to train them to follow directions and to acquire habits of carefulness, accuracy, neatness, independence and originality. The greater part of the time will be given to the consideration of those facts and principles which have practical application in common life, or

will aid in the interpretation of the various phenomena related to the other subjects in the course.

Special emphasis is placed upon the method of teaching by experiment, and the art of correct questioning.

*Means.* — The ends enumerated are secured by a course of experiments selected and arranged so that most of the work can be done by each individual. Each student is provided with a notebook, and has a separate compartment at the laboratory bench. The chemical laboratory is equipped with slate tables, hot and cold water and individual fume closets. Both laboratories connect with a large lecture room, provided with roller shutters for darkening the room, and an electric lantern.

The students have considerable practice in presentation work before their classmates, and in examining them on the experimental work, and thus acquire confidence to stand before others, and skill in directing their thinking.

Most of the work is qualitative, but some quantitative experiments are taken, to afford practice in weighing and measuring.

Students are constantly encouraged to consider their work from the teacher's point of view. This gives professional value to the course, which cannot be obtained by work that is wholly academic.

### Geology.

[Mr. MOORE, — Mr. ADAMS.]

The course in geology is of a rather general character. It aims to give a broad view of earth phenomena. While some familiarity with the technicalities of the science is sought, the emphasis is placed upon the knowledge which will be valuable to teachers in the public schools. Incidentally, the training and experience gained in this work are found helpful in the next year in the study of geography. The course includes a study of minerals, rocks, soils, glacial phenomena and river and wave action.

The work is planned from the standpoint of the mature student, but its application to the teaching of children is never lost sight of. For this reason, the formal, logical order in which the









elements of a science are usually presented in secondary school text-books finds a place, if anywhere, only in summaries and reviews. The work proceeds instead in the more natural order in which the study of earth processes ought to be pursued with children.

The locality in which the normal school is situated offers unusual advantages for the study of earth forces and earth materials. Out-door lessons are given, to show how to discover and interpret geological and geographical phenomena. These lessons not only prove valuable in stimulating the powers of observation, but they illustrate the kind of work which it is hoped will sooner or later find its way into the elementary schools.

### **Botany.**

[Miss GOLDSMITH.]

The study of plant life is undertaken with two ends in view, — to arouse students to an enthusiastic observation of plants, and to give them a thorough foundation for the study of nature with children. The evolution of plants, the life history of types and the relations of plants to their surroundings are the general subjects considered.

As soon as possible the students are expected to work out for themselves the life history of a plant. To aid them in this work, laboratory manuals, an abundance of good reference books, diagrams and pictures, microscopes and prepared slides are furnished. Students are urged to gather specimens whenever it is possible. Some time, outside of the recitation periods, is expected to be given each week to laboratory or field work. Occasional field trips are intended to arouse enthusiasm in the study of plants, and to show the necessity of an intimate acquaintance with plants in their natural surroundings.

### **Geography.**

[Mr. MOORE.]

The course in geography is primarily a study of methods of teaching. The insufficient preparation of the pupils and the lack of time in this course limits the work, however, to the most fundamental topics. But whether it be in the acquisition of

facts which serve as the basis for the professional discussion, or in the specific problem of how to present a lesson to children, right methods of teaching are emphasized.

This school possesses many advantages for the study of geography. The building is most favorably situated in a locality rich in geographical illustrations. In one direction are found the agricultural and pastoral conditions typical of a rural community, and in another the important industrial and commercial features of city life.\* The influence which the natural features exert upon the life of the people is clearly shown, and the home locality epitomizes the geographical relations existing throughout the world.

Another advantage is the close connection which exists between the normal and model schools. What is actually done in the classes of children taught and supervised by the normal school instructor is made the basis of professional discussions. A marked result is the intimate agreement which exists between theory and practice.

Geography is a study of relations. In all the work, therefore, in both the model and normal schools, prominence is given to the control which relief and climate exert upon the life of the people. At every point the understanding is called upon to aid the memory, and geography thus changes from a subject furnishing only information to a study in which reasoning holds an important place.

In the study of the home locality the fundamental principles which underlie the teaching of all geography receive a comprehensive treatment. In fact, as the home locality illustrates to a greater or less degree the world in miniature, so the teaching of the local surface features exemplifies the methods to be followed in the study of the whole earth as the home of man.

The intelligent reading of maps and the full use of good pictures are, next to a study of the home locality, the most important topics of a general nature in this course. The successful interpretation of the map symbols, in fact, depends upon the thoroughness with which the study of the home locality has been pursued in connection with the local map, and upon the close







association which has been made between the pictures of distant places and their symbolic representation. To read a map intelligently is to know geography.

### **Zoölogy.**

[Miss GOLDSMITH.]

The purpose of the work in biology is to give the students as clear an idea of evolution as is possible in the time allowed, and to lay a broad foundation for a comprehensive understanding of the study of human physiology.

For the accomplishment of this purpose the course begins with the lowest forms of animal life, and continues with the more complex organisms in the order of their development. In each stage of development the characteristics of type forms are emphasized. Allied forms are considered in connection with the type forms.

In the laboratory, by dissection and careful observation, both external and internal organs are studied with reference to their structure, position, relation and function, together with the special office of each in the animal economy. Additional knowledge is gained by reading and drawing.

There are frequent discussions of the problems of heredity, of environment and adaptation to environment, and of the survival of the fittest. These lead to a clearer insight into the forces at work which influence the life and structure of the various forms of the animal kingdom.

The fine collection of specimens at the Peabody Academy of Science affords unusual facilities for the pursuit of this branch of study.

In the spring, opportunities are given to become familiar with the common birds and their songs.

The aim of the work in biology is to fit the normal students to lead children to love and care for God's creatures; to observe their habits more closely, thereby learning lessons in industry, perseverance, patience and fidelity; and to give them a keener appreciation of the wonders and the beauty of the abundant life with which we are surrounded.



### **Nature Study.**

[Miss WARREN.]

From the courses in botany and zoölogy of the junior year the pupils have gained some knowledge of the theory of evolution, and have learned many important facts concerning both plant and animal life.

The aim of the work in nature study is to find a way in which to interest the child in the life of the wonderful world about him, and through this growing appreciation to awaken the desire to find out things for himself; also, to correlate the knowledge gained by the study of his environment with his work in literature and art.

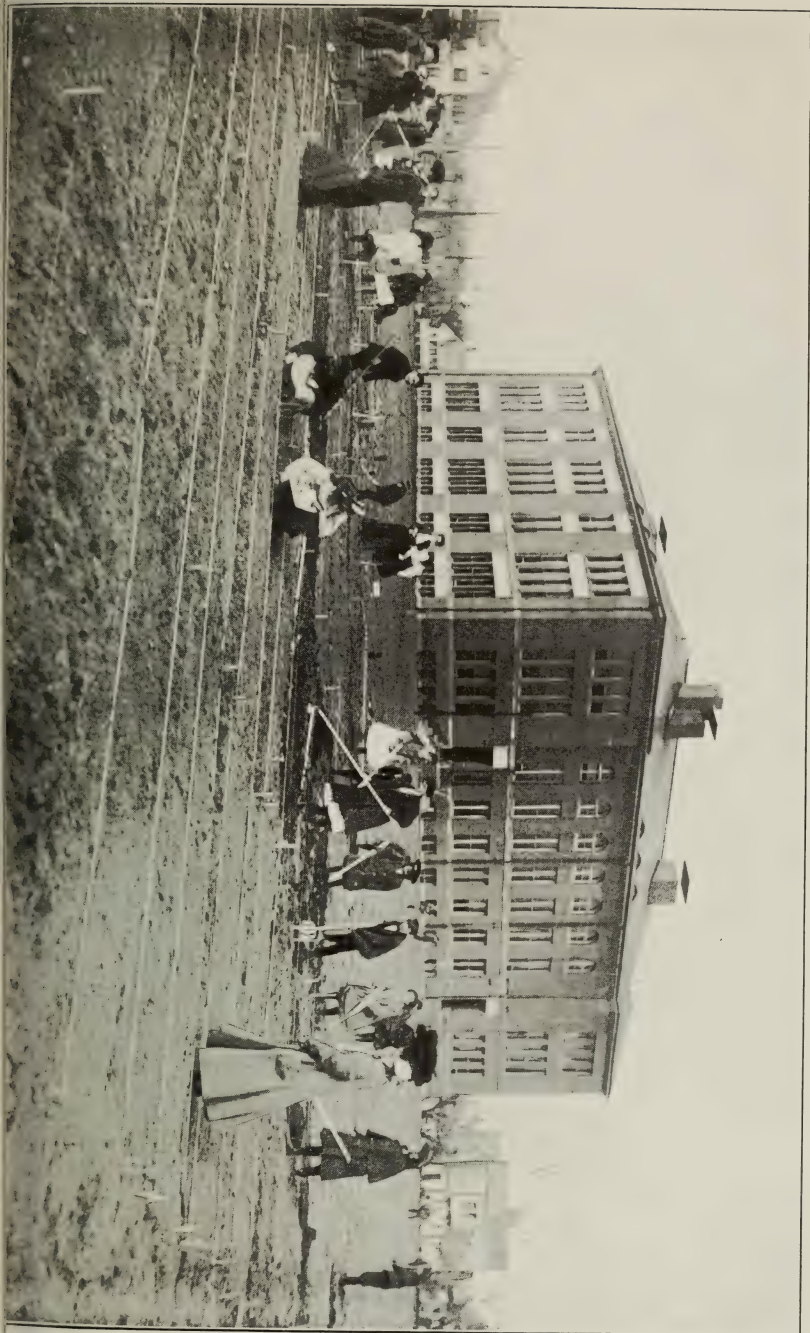
The child must first see things before he can reason about them. Unconsciously through this reasoning valuable lessons are learned, and by a better understanding of the great truths of nature, he gains a broader conception of life.

The value of the work depends upon the spirit in which it is undertaken. The habit of observation and inquiry will lead to a sympathy with nature that will be not only a source of happiness, but will tend to an enrichment of life.

### **The School Garden.**

In the spring of 1907 a school garden was established in connection with the practice school. A quarter of an acre was set apart on the school grounds and devoted to the culture of common vegetables and flowers. The children of four grades did the work, under the supervision of teachers from the normal school and the practice school, with the assistance of the students. The aim was to give the children a practical knowledge of growing plants and the care necessary to maintain a garden.

In 1908 it is proposed to continue the work on the same general plan. More systematic work and supervision by the normal school students will be required, and the teachers of the practice school will be more intimately connected with the work. An effort will be made to grow plants under different conditions, in order to show how to obtain best results in gardening,





and to make other experiments which will lead to practical results.

A garden will be started in connection with the study of geography, to show the staple products of the earth in various stages of growth, to solve problems involving adaptation of soil, temperature and moisture to the growth of these products, and to estimate the yield per acre.

### **The Manual Arts.**

[Mr. WHITNEY, — Mr. NEWELL.]

#### *Drawing.*

Since drawing is a mode of expression, a language positively necessary in school life and in life outside the schoolroom, the student in the normal school finds ample opportunity and occasion for its use.

The subject is not treated as an end to be obtained, but as a means to this end, — for its educational value in developing free expression, self-activity and spontaneity on the part of the pupil.

No definite outline of work in drawing is planned for the students in the normal department of the school, but a correlation with the other studies in the curriculum is found absolutely necessary; thus a very broad field for its use presents itself. If the pupil in the normal school discovers by the constant use of drawing its value to him as an individual and as a pupil, he will desire to draw, and will appreciate its value to the child in the grades when he becomes a teacher.

Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupil has the opportunity of consulting these, and of observing their application in the work with children.

In studying drawing for its value in a general education, we find that the branch of science involves the necessity of making and reading structural drawings and that nature study demands constant expression, a study of form, growth, movement and color, and a representation of appearance both in outline and in color. Geography and history require frequent expression, and a ready response of the hand to the thought of both pupil and



teacher. In this connection the study of landscape sketching and of composition is valuable. Language and literature afford a broad field for illustrative sketching, for picture study and for other branches of drawing and observation, which will help to develop an æsthetic appreciation of art. The pupil who can illustrate a problem in number, arithmetic or geometry makes the facts in the problem much more definite and vital to himself and to the class. In such ways as those suggested above, the department of drawing in the Salem Normal School aims to make itself helpful in meeting the problems of school life, and is found complementary to the other studies in the course.

### *Blackboard Sketching.*

A course of lessons in free blackboard sketching is given each year, as it is found a very important accomplishment for the grade teacher. Such work awakens interest, holds the attention, and cultivates on the part of the child a desire to express himself in the same free and spontaneous manner.

These blackboard lessons include the necessary strokes and exercises preliminary to sketching, and their application to the drawing of any common object or sketch which will picture to the child the topic under consideration. They include also school calendars, illustrative sketches for festivals, holidays and important events in history, as well as sketches useful in number, reading, geography, etc.

### *Lectures.*

Occasional lectures are given by the State supervisor of drawing and others upon important subjects influencing drawing in the public schools, and upon more general topics in art. To these are added a short course on the history of art, touching the various historic periods from Egypt to the Renaissance.

### *Constructive or Manual Work.*

This course consists of the use of problems in constructive drawing and design, not as an end, but for the making of good and useful objects which the needs, interests and surroundings of the pupil in the school or home may suggest.



It is not a course based on a stereotyped set of models or problems, but one in which the problems are evolved from day to day by the conditions which may arise, — problems which may be suggested by some other lesson, discussion or event in the school. Occasionally these problems deal with the individual needs or interests of a pupil, and also relate to the life of the class or school as a whole.

The work includes weaving, sewing, basketry, leather, metal and wood work, and various other lines of applied design.

This line of industry develops a wide range of thought, imagination and activity. It renders a drawing intelligible through experience, and is conducive to the cultivation of reasoning power and manual skill.

### **Music.**

[Mr. ARCHIBALD.]

The work in this department is designed to enable students to teach such principles of music as will apply to the several grades of the public schools.

Tune, time, technique and the æsthetics of music are considered. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered: —

(a) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(b) Musical appreciation through the listening to good music performed by the students, and incidentally the study of famous composers and musical form.

(c) Chorus singing in preparation for the graduation exercises.

### **Physiology and Hygiene.**

[Miss WARREN.]

The work in physiology being a continuation of the work in biology, the same general plan is followed. The main point in the consideration of the subject is hygiene.

To know how to care for the human body that the best results may be obtained, it is necessary:—

1. To consider it as a whole.
2. To become familiar with the functions of the organs and with their mutual dependence and co-operation.

The laboratory method is continued in this branch of study. The dissection of a mammal as a complete organism, and of individual organs of different animals, throws much light upon the structure and functions of corresponding organs in man.

A life-sized manikin, a human skeleton and microscopic slides are valuable aids in the work of anatomy.

Each of the following systems, the respiratory, the circulatory, the digestive, the excretory, the nervous, the muscular and the osseous, is studied in detail. The intimate relation of each system to the others, and the importance of keeping each in a healthy condition to ensure an harmonious whole, are strongly emphasized.

In addition, attention is given to the special senses, particularly to the structure and hygiene of the eye and ear.

The effect of alcohol and tobacco upon the human system is taken up in connection with the consideration of the organs and their functions.

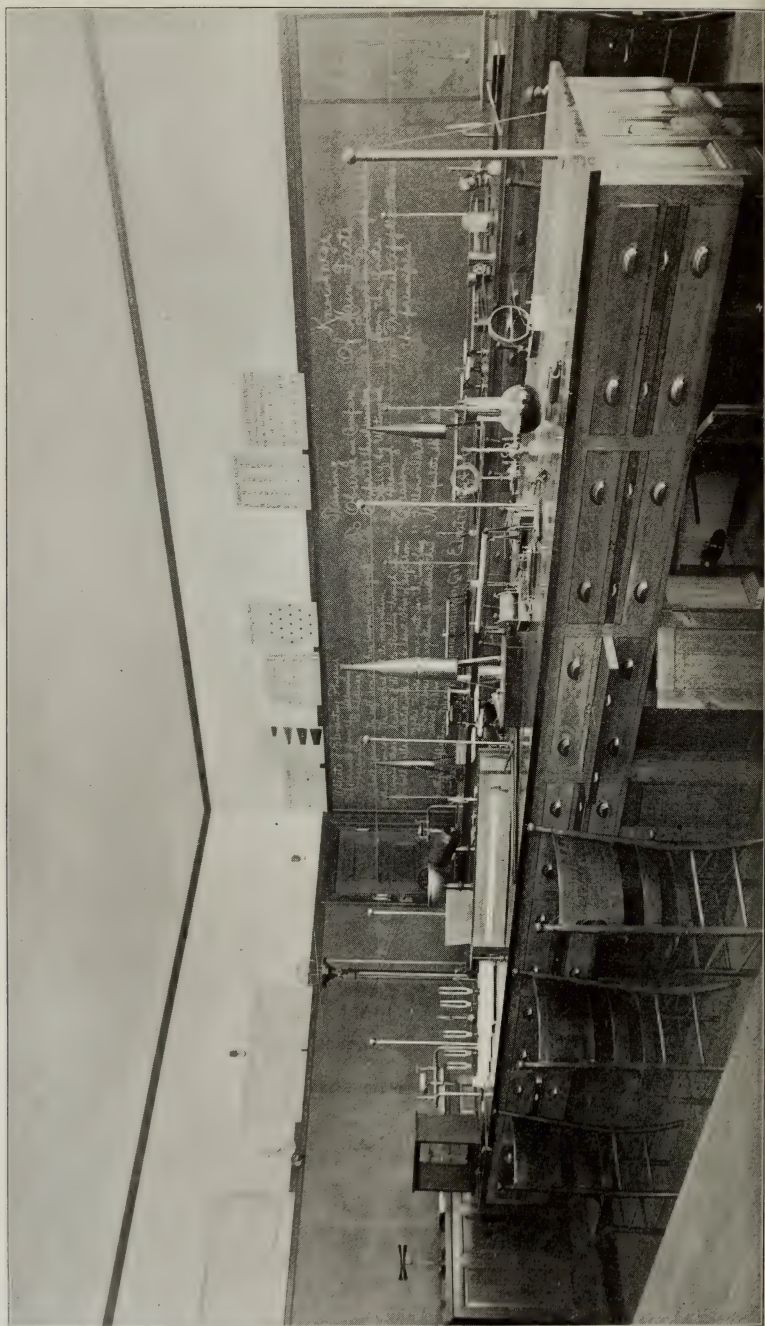
One practical application of the knowledge obtained in the class room is the intelligent treatment of emergency cases.

Some instruction in regard to symptoms is given, in order to convey to the minds of the students an estimate of the general appearance of the more common diseases. This will help them, in their future work as teachers, to detect conditions of doubtful health, and to comprehend intelligently directions given by school physicians.

Special stress is laid upon the hygienic effects of clothing, bathing, food, sleep, recreation and rest.

As the body is the instrument through which mind finds expression, a better understanding of its mechanism and of hygiene is very important for those who are to take up the teacher's profession, that they may be instrumental in helping the young to a more harmonious and effective physical development.







### **Physical Training.**

[Miss WARREN, — Miss ROGERS.]

In the work of physical training the Swedish system of gymnastics is employed. Physical exercise has a two-fold purpose; it invigorates the body and relieves mental tension.

The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. It is supplemented by the use of apparatus, which gives added interest and enthusiasm to the work, and a greater opportunity for muscular development. The gymnasium is provided with stall bars and benches, double booms, jumping standards, vertical ropes, a Swedish ladder and a horse. The work is varied occasionally by gymnastic games, which are calculated to develop self-control, precision, dexterity and concerted action. Rhythmic movement is a strong feature of the work. During the senior year opportunities are given the students for conducting gymnastic exercises as practice in teaching.

Association in the gymnasium promotes a social spirit, which serves as a bond of union, and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study. The aim of the work is not only to help the student to gain a more intelligent mastery of the body, but also to train the mental and moral faculties.

The vitality and usefulness of the human body are also furthered by correct carriage, proper breathing and regular bodily exercise. Whatever, therefore, conduces to develop the chest, straighten the spine, purify the blood and distribute it to the various organs, and to improve the personal appearance generally, is a matter of vital importance.

We cannot too strongly emphasize the fact that a sound mind in a sound body is a prime requisite for success and effectiveness in any department of life.

### **Psychology.**

[Miss GOLDSMITH.]

The course in psychology extends throughout the junior year. The aim is to secure a clear understanding of the fundamental



laws which govern mental activity, as well as to develop a larger sympathy with human life as a whole and an appreciation of the conditions existing in immature minds. Careful attention is given to the processes by means of which knowledge is acquired and elaborated, the sources of knowledge, both general and psychological, and the function and development of the mental faculties. Since the work is intended to be of practical value rather than of merely theoretical interest, illustrations and applications are demanded throughout the course. Child study is taken in connection with the various topics as each is studied, and the larger subjects of heredity and environment with adolescence and the various stages of development are given due consideration.

### **Pedagogy.**

[Mr. PITMAN.]

The course in pedagogy extends throughout the senior year. Its chief aim is to develop an understanding of the principles of education as derived from the study of psychology in the junior year, and of their application to school organization and government and to the art of teaching. The course comprises a study of the various educational agencies; of the educational values of the several subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; and of the hygiene of the schoolroom. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

The course also includes a study of the lives of the great educational reformers and of their contributions to the science of education. This work is largely biographical, and is devoted chiefly to a critical study of a few of the leading educators of modern times.

A portion of the course will be devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system, and a sufficient knowledge of the school laws will be imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

### COMMERCIAL DEPARTMENT.

At the opening of the next academic year a department will be established to meet the growing demand for commercial teachers who have had thorough pedagogical training. All of the facilities of the school will be at the disposal of students enrolled in this department; the special equipment will be modern, and as complete as possible; and the instruction will be given by teachers who possess a broad general education, a practical knowledge of pedagogical principles, and thorough training in the commercial subjects. The equipment will include a library of books of especial interest to commercial teachers, and a valuable commercial museum. During the course special lectures on appropriate subjects will be given by persons who are recognized authorities in their respective fields.

### Entrance Requirements.

(a) *For Regular Students.* — The requirements for admission to the regular course of two years will be the same as for students who apply for admission to the elementary course, except that graduates of commercial courses in approved high schools will also be eligible. Certificates will be accepted in lieu of examination in those subjects in which candidates have attained a rank of not less than *B*, or eighty per cent., and examinations will be given in other subjects.

Students who complete this course will receive special diplomas.

(b) *For Special Students.* — A special condensed course of one year will be offered to graduates of colleges, normal schools and private commercial schools, and to teachers of experience.

Special students who satisfactorily complete an approved course of study will receive an appropriate certificate.

### Course of Study.

The courses of instruction are designed solely for the purpose of preparing teachers to meet the requirements of commercial departments in high schools. Members of this department will receive the same general pedagogical training as those students who are enrolled in the elementary course, and all subjects will be taught with reference to methods of instruction. Opportunity for observing the methods employed in a well-equipped and successful private school will be afforded by the Salem Commercial School, and it is expected that ample facilities for practice teaching in public high schools will also be provided.

Inasmuch as the commercial courses are open to students of varied attainments, a reasonable degree of freedom in the election of subjects both in the elementary and in the commercial courses will be allowed.

The following courses will be offered:—

#### *Regular Course. — Junior Class.*

Subjects in elementary course:—

	Hours per Week.
Language and grammar, . . . . .	2
Psychology, . . . . .	2
Senior geography, . . . . .	3
Gymnastics, . . . . .	2
Electives, . . . . .	4

Commercial subjects:—

Penmanship, . . . . .	2
Bookkeeping, . . . . .	3
Commercial arithmetic, . . . . .	2
Shorthand and typewriting, . . . . .	5

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#### *Regular Course. — Senior Class.*

Subjects in elementary course:—

	Hours per Week.
Language and grammar, . . . . .	3
History and civics, . . . . .	2
Pedagogy, . . . . .	3
Gymnastics, . . . . .	2
Electives, . . . . .	4

## Commercial subjects:—

	Hours per Week.
Penmanship, . . . . .	2
Commercial correspondence, . . . . .	1
Commercial geography, half year, . . . . .	3
Commercial law, half year, . . . . .	
Shorthand and typewriting, . . . . .	5
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*Special Course.*

	Hours per Week.
Penmanship, . . . . .	2
Bookkeeping, . . . . .	3
Commercial arithmetic, . . . . .	2
Commercial geography, half year, . . . . .	3
Commercial law, half year, . . . . .	
Pedagogy, . . . . .	3
Commercial correspondence, . . . . .	1
Gymnastics, . . . . .	2
Shorthand and typewriting, . . . . .	5
Electives from elementary course, . . . . .	4
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## LECTURES.

Several lectures of general educational interest are given each year by people of prominence. The aim is to make them of direct practical value to the students. To this end they will be arranged as far as possible in systematic courses, and ample opportunity for discussion will be afforded.

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures:—

- "Patriotism and the New Internationalism." Mrs. LUCIA AMES MEAD.
- "Memories of the Civil War." Hon. ALFRED S. ROE.
- "Principles and Purposes of Kindergarten Training." Miss LUCY WHEELLOCK.
- Graduation address: "Effective Personalities." Rev. SAMUEL M. CROTHERS, D.D.
- "Music and Verse in the Public Schools." Mrs. JESSIE L. GAYNOR and Mrs. ALICE C. D. RILEY.



"Illustrative Sketching." Mr. FREDERICK L. BURNHAM.

"The Rural School," Hon. PAYSON SMITH.

"A Beethoven Program." Miss PEARL BRILL and Miss MYRA WINSLOW.

"The Use and the Abuse of the Ideal." Mr. E. HARLOW RUSSELL.

"Japan and the Japanese." Prof. EDWARD S. MORSE.

"The Household Arts of Japan." Professor MORSE.

### THE LIBRARY AND READING ROOM.

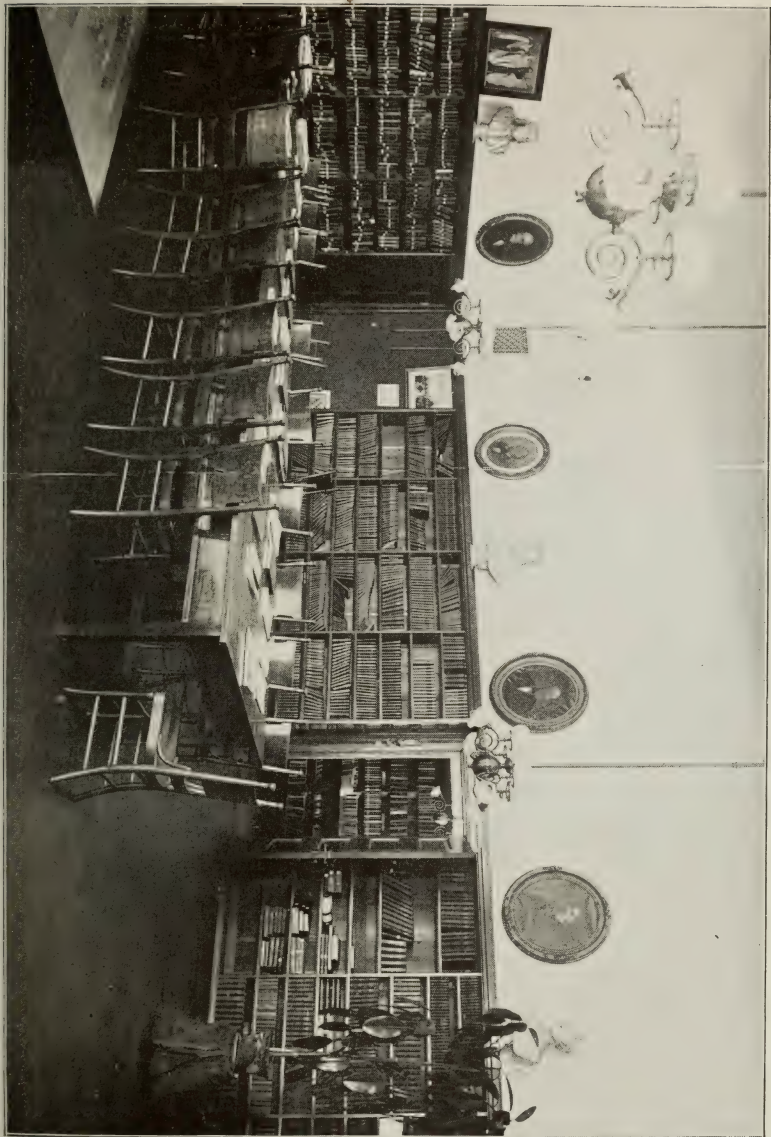
The school is well equipped with books of reference, and a general library which is strong in works of history, biography, pedagogy, poetry, and dramatic and miscellaneous literature. It contains, besides several thousand text-books, 4,480 volumes, exclusive of a large number of public documents covering a period of many years. The best periodicals of the day are kept on file. There is a complete card catalogue by titles and authors, and a system of references by topics already contains several thousand cards, and is constantly being extended.

No needless restrictions are placed upon the use of the library and reading room, and the students are encouraged to resort to it freely and constantly.

### THE MANAGEMENT OF THE SCHOOL.

Students in a school for the professional training of teachers should be self-governing in the largest sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit and unlikely to become successful teachers, and will be removed from the school. Others also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, for the work of teaching, will be advised to withdraw, and will not be graduated.







Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and three members chosen by each class. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

### **GENERAL INFORMATION.**

#### **The Location and Attractions of Salem.**

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting also with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport, Marblehead and intervening points. Trains are frequent and convenient. Salem is also the centre of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the centre of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

#### **Expenses, Aid, Board, etc.**

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Text-books and supplies are free, as in the public schools. Arti-

cles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem; nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school, several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the "Students' Benefit Fund" are other funds, founded by graduates of the school to perpetuate the memory of Dr. Elmer H. Capen, formerly chairman of the Board of Visitors, and Dr. Walter P. Beckwith, principal of the school from 1895\* to 1905.

At the last triennial meeting of the Salem Normal School Association \$200 was appropriated from the treasury as a donation to the "Benefit Fund," and steps were taken to establish other funds, in memory of former principals Crosby and Hagar. The total amount of money now available is about \$1,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save an efficient teacher to the profession.

Besides these benefit funds, there is a small loan fund from which deserving students may borrow money to aid them in completing the course.



The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$4 each, per week. A record of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

### **Promptness and Punctuality.**

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismission. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

6. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

### **Employment for Graduates.**

The increase in the number of normal graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase



in the whole number of teachers. But even at the present time less than one-half of all the teachers in the State are normal graduates, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. This school does not undertake to guarantee positions to its graduates, but it is a fact that promising graduates are rarely without positions three months after graduation. The principal takes pleasure in assisting graduates to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He is also glad to be informed as to the degree of success which has attended the efforts of former students.

### **Scholarships for Graduates.**

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in the Lawrence Scientific School who are graduates of any reputable normal school in the United States.

### **Notices to School Officials.**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its class rooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate of the fact of graduation. Since Jan. 1, 1900, all students who have left

the school by reason of graduation, or otherwise in good standing, possess a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

**CONTRIBUTORS TO THE DECORATIONS OF THE BUILDING.**

The Commonwealth of Massachusetts.	The Class of January, 1897.
The Salem Normal Association.	The Class of June, 1897.
The Peabody Academy of Science.	The Class of 1898.
Mr. George R. Chapman.	The Class of 1899.
Richard Edwards, LL.D.	The Class of 1900.
Mrs. C. O. Hood.	The Class of 1901.
Mr. James F. Almy.	The Class of 1902.
Miss Annie M. Phelps.	The Class of 1903.
Mr. Ross Turner.	The Class of 1904.
The Class of February, 1857.	The Class of 1905.
The Class of February, 1858.	The Class of 1906.
The Class of July, 1858.	The Class of 1907.
The Class of February, 1859.	The Class of 1908.
The Class of July, 1859.	The Class of 1909.
The Class of February, 1860.	The Model School Class of 1903.
The Class of July, 1861.	The Model School Class of 1904.
The Class of January, 1877.	Certain students and friends of Miss Elizabeth Weston.
The Class of January, 1883.	Certain students and friends of Miss Harriet D. Allen.
The Class of June, 1888.	Other teachers and graduates and others.
The Class of June, 1891.	
The Class of June, 1896.	

A pianola has been presented by the Glee Clubs of 1906-1907 and 1907-1908.

The following citizens of Salem have generously contributed to the decorations of the schoolrooms in the practice school:—

Mrs. James F. Almy.	Mr. Frank A. Langmaid.
Mr. George A. Brown.	Mr. J. Henry Langmaid.
Mr. William O. Chapman.	Mr. Arthur L. Lougee.
Mr. Robin Damon.	Mr. William Messervey.
Mr. William H. Gove.	Mr. John M. Raymond.
Mr. George B. Harris.	Mr. Ira Vaughn.
Mrs. William M. Hill.	Mrs. Charles F. Whitney.

### CONTRIBUTORS TO THE LIBRARY.

Generous contributions to the library have been made by

The Class of July, 1863.	The Class of June, 1885.
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The Class of January, 1870.	The Class of June, 1886.
The Class of January, 1874.	The Class of January, 1887.
The Class of January, 1875.	The Class of January, 1889.
The Class of July, 1875.	The Class of January, 1890.
The Class of January, 1876.	The Class of January, 1891.
The Class of June, 1876.	The Class of January, 1892.
The Class of January, 1880.	The Class of June, 1892.
The Class of June, 1880.	The Class of June, 1894.
The Class of January, 1881.	Mrs. Thomas Hawken.
The Class of January, 1882.	Dr. John B. Peaslee.
The Class of June, 1883.	Dr. James L. Hill.
The Class of January, 1885.	Many teachers and others.

## REGISTER OF STUDENTS.

1907=1908.

**Graduates. — Class XCIII. — June 25, 1907.**

Fannie Nelson Allen, . . . .	Rockport.
Bernice Josephine Andrews, . . . .	Hamilton.
Mary Eleanor Anthony, . . . .	Lynn.
Annie Dodge Archer, . . . .	Salem.
Ellen Abigail Baker, . . . .	West Somerville.
Elsie Moore Baker, . . . .	Ipswich.
Alice Tracey Barrett, . . . .	Everett.
Georgia Edna Becker, . . . .	Swampscott.
Margaret Annie Beirne, . . . .	Peabody.
Harriet Sarah Bishop, . . . .	Arlington.
Eva Mary Bousquet, . . . .	East Cambridge.
Martha Eva Bradstreet, . . . .	Beverly.
Susie Frances Bray, . . . .	Everett.
Alice Marie Bresnahan, . . . .	Lynn.
Helen Louise Burnham, . . . .	Revere.
Alice Asenath Caverly, . . . .	Lynn.
Jessie Amelia Christie, . . . .	Malden.
Grace Webster Cook, . . . .	Peabody.
Alice Gertrude Dacey, . . . .	Arlington.
Bertha Street Davis, . . . .	Melrose.
Pauline Dawson, . . . .	Ipswich.
Edith Rosamond Day, . . . .	Gloucester.
Catherine Lauretta Dinneen, . . . .	East Cambridge.
Anastatia Emaline Donovan, . . . .	Wakefield.
Eleanora Wilhelmina Erickson, . . . .	Chelsea.
Elizabeth Agnes Flemming, . . . .	Beverly.
Eunice Fogg, . . . .	Everett.
Agnes Katherine Geary, . . . .	Cambridge.
Edna Florence Gordon, . . . .	West Somerville.



Marie Louise Gunn, . . . .	Lynn.
Mary Wealthy Hall, . . . .	Salem.
Ethel Louise Harrington, . . . .	Everett.
Nellie Frances Harrison, . . . .	Beverly.
Marion Frances Hatch, . . . .	Amesbury.
Bernice Elvira Hendrickson, . . . .	Wakefield.
Robert Bigelow Houghton, . . . .	North Andover.
Asadour John Jinishian, . . . .	Marash, Turkey.
Esther Johnson, . . . .	Lynn.
Frances Priscilla Johnson, . . . .	Somerville.
Hilda Matilda Johnson, . . . .	Pigeon Cove.
Amy Sargent Kelly, . . . .	Danvers.
Rheta May Lattie, . . . .	Malden.
Laura Marie LaVallée, . . . .	Chelsea.
Ella Adeline Lee, . . . .	Lynn.
Alice Merrill Locke, . . . .	Salem.
Helen Farrington Locke, . . . .	Salem.
Catherine Isabelle MacKeen, . . . .	Peabody.
Elizabeth Plummer Martin, . . . .	Beverly.
Ethel Mary Martin, . . . .	Beverly.
Marie Eunice McHugh, . . . .	Lynn.
Lynda Viola Merrill, . . . .	Somerville.
Winifred May Merrill, . . . .	Lynn.
Ethel Sargent Merrow, . . . .	Salem.
Florence Louise Moore, . . . .	Greenwood.
Mary Kathleen Moore, . . . .	Beverly.
Agnes Gertrude Morris, . . . .	Lynn.
Elmina Marie Nadeau, . . . .	Salem.
Irene Haskell Newell, . . . .	Chelsea.
Maude Marion Norris, . . . .	Salem.
Nora Anastatia O'Connell, . . . .	Wakefield.
Helen Margaret O'Rourke, . . . .	Peabody.
Mabel Julia Palmer, . . . .	Lynn.
Abbie Isabel Patten, . . . .	Beverly.
Harlan Berkley Peabody, . . . .	Lynnfield.
Marion Edith Powers, . . . .	Chelsea.
Amy Estelle Putney, . . . .	Billerica.
Lena Leslie Quimby, . . . .	Amesbury.
Florence Emma Ramsdell, . . . .	Lynnfield.
Alice Louise Reid, . . . .	Somerville.
Lillian Maude Schofield, . . . .	Ipswich.

Grace Elizabeth Schroeder,	.	.	.	Chelsea.
Margaret Eleanor Scully,	.	.	.	Chelsea.
Helene Marie Seils,	.	.	.	Cambridge.
Mary Elizabeth Sullivan,	.	.	.	Cambridge.
Anna Greenleaf West,	.	.	.	Haverhill.
Edna Blanche West,	.	.	.	Amesbury.
Hazel Elizabeth Weston,	.	.	.	Hamilton.

### Certificates for One Year's Work.

Elizabeth Sarah Callahan,	.	.	.	Charlestown, N. H.
Evie Fontaine Kelley,	.	.	.	Somerville.
Lottie Henson Kidger,	.	.	.	Everett.
Mary Taylor Towle,	.	.	.	Dover, N. H.

### Students of the Elementary Course, 1907-1908.

Bertha Florence Allen,	.	.	.	Beverly.
Evelyn Lewis Alley,	.	.	.	Gloucester.
Lydia Christina Anderson,	.	.	.	Everett.
Elizabeth Baker Armstrong,	.	.	.	Malden.
Bessie Clark Baker,	.	.	.	Lynn.
Katherine Estelle Barrett,	.	.	.	Newburyport.
Grace Cowdery Barrows,	.	.	.	South Royalton, Vt.
Marion Louise Bartlett,	.	.	.	Revere.
Helen Gertrude Bassett,	.	.	.	North Andover.
Elizabeth Annie Batchelder,	.	.	.	North Reading.
Ethel May Batchelder,	.	.	.	East Northwood, N. H.
Olga Beloff,	.	.	.	Amesbury.
Elizabeth Cummings Berry,	.	.	.	Malden.
Margaret May Better,	.	.	.	Revere.
Sigrid Christine Bjorklund,	.	.	.	Malden.
Marion Eunice Brennan,	.	.	.	Melrose.
Anna Belle Brooks,	.	.	.	Peabody.
Jennie Elizabeth Brooks,	.	.	.	Cambridge.
Isabelle Macadam Brunton,	.	.	.	Somerville.
Annie Beryl Bruorton,	.	.	.	Reading.
Addie Margaret Bucksey,	.	.	.	Peabody.
Avis Carleton,	.	.	.	Beverly.
Fred Allan Chapman,	.	.	.	Salem.
Annie Melissa Chase,	.	.	.	Beverly.
Ruby Law Christie,	.	.	.	Malden.

Alice Martha Clifford, . . . .	Melrose.
Mary Alice Cohane, . . . .	Salem.
Mary Gertrude Condon, . . . .	Allston.
Honora Agnes Connell, . . . .	Cambridge.
Annie Winifred Cooper, . . . .	Cambridge.
Jenny Farquhar Copland, . . . .	West Somerville.
Rosalind Fidelia Corbin, . . . .	Everett.
Ethel Florence Crocker, . . . .	Malden.
Abbie May Croseup, . . . .	Malden.
Margaret Pauline Cunningham, . . . .	Gloucester.
Bessie Warren Curtis, . . . .	Boxford.
Agnes Mae Cusick, . . . .	Pigeon Cove.
Anna Elizabeth Dailey, . . . .	Cambridge.
Ethel Rimmer Dalrymple, . . . .	Marblehead.
Florence Davidson, . . . .	Salem.
Bertha Laura Deane, . . . .	Salem.
Isabel Olivia DeLory, . . . .	Swampscott.
Mary Louise Dempsey, . . . .	Peabody.
Eleanor Frances Desmond, . . . .	Malden.
Gertrude Dinan, . . . .	Wakefield.
Bessie Girdler Doak, . . . .	Lynn.
Carolyn Louise Donohoe, . . . .	Lynn.
Mary Frances Donovan, . . . .	Salem.
Mary Teresa Dowling, . . . .	Everett.
Helen Frances Duane, . . . .	Beverly.
Belle Duncan, . . . .	Malden.
Louise Maria Durkee, . . . .	North Wilmington.
Anna Hildur Enlind, . . . .	Peabody.
Edith Marion Estes, . . . .	Melrose.
Mary Abbie Evans, . . . .	Rochester, N. H.
Alice Hildreth Fernald, . . . .	Reading.
Florence Emma Field, . . . .	Winchester, N. H.
Joyce Lisabel Fielder, . . . .	Everett.
Mildred Hodges Fisher, . . . .	Cotuit.
Irene Marie FitzGerald, . . . .	Cambridge.
Catherine Flagg, . . . .	Swampscott.
Verna Belle Flanders, . . . .	Lynn.
Mary Gray Flynn, . . . .	Lynn.
Ethel Morrison Foster, . . . .	Melrose.
Helen Page Foster, . . . .	Beverly.
Agnes Gertrude Fox, . . . .	Salem.

Alice Edna French,	.	.	.	.	Everett.
Martha Louise Fuller,	.	.	.	.	Danvers.
Angelica Mae Gamboa,	.	.	.	.	South Hamilton.
Alice Winifred Gaughan,	.	.	.	.	Cambridge.
Ethel Maria Grady,	.	.	.	.	Lynn.
Pearl Arlene Grant,	.	.	.	.	Haverhill.
Elsie Cary Green,	.	.	.	.	Ipswich.
Elizabeth H. Green,	.	.	.	.	Cambridge.
Alice Sarah Hainsworth,	.	.	.	.	North Andover.
Marion Hamilton,	.	.	.	.	Everett.
Margaret Laurentia Harney,	.	.	.	.	Lynn.
Alida Hilton Harrington,	.	.	.	.	Malden.
Mary Rose Harrington,	.	.	.	.	North Cambridge.
Gertrude Trumbull Harris,	.	.	.	.	Salem.
Una Lulu Hazelton,	.	.	.	.	Salem.
Marguerite May Hazen,	.	.	.	.	Beverly.
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Gladys Isabel Houghton,	.	.	.	.	North Andover.
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Millie Alice Isaac,	.	.	.	.	Cambridge.
Ruth Katharine James,	.	.	.	.	Salem.
Victoria Hedwig Jansson,	.	.	.	.	Malden.
Fannie Olena Johansen,	.	.	.	.	Newburyport.
Anna Louise Kelley,	.	.	.	.	Salem.
Marguerite Loretta Kelley,	.	.	.	.	Lynn.
Alice May Knox,	.	.	.	.	Groveland.
Helen Evans Williams Lee,	.	.	.	.	Chelsea.
Edna Somers Legro,	.	.	.	.	Salem.
Helen Ouida Locke,	.	.	.	.	Chelsea.
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Helen Frances Mack,	.	.	.	.	Salem.
Angie May MacRitchie,	.	.	.	.	Everett.
Harriet Ferne Marshall,	.	.	.	.	Gloucester.
Mildred Josephine Marshall,	.	.	.	.	East Saugus.
Annie Gertrude McCabe,	.	.	.	.	Cambridge.
Mary Frances McGrath,	.	.	.	.	Amesbury.
Edna Florence McKenzie,	.	.	.	.	Northwood Ridge, N. H.
Marietta Agnes McNamara,	.	.	.	.	Cambridge.
Laura Elizabeth Merrill,	.	.	.	.	Salem.
Mildred Frances Merrill,	.	.	.	.	West Somerville.
Florence Stearns Metcalf,	.	.	.	.	Williston, Vt.

Anna Eileen Millea, . . . .	Danvers.
Ruth Margaret Moodie, . . . .	Newburyport.
Agnes Louise Moran, . . . .	Cambridge.
Laura Augusta Mülle, . . . .	West Somerville.
Helen Marie Mulligan, . . . .	Salem.
Norma Munsey, . . . .	Marblehead.
Mary Catherine Murray, . . . .	Revere.
Florence Gertrude Musso, . . . .	West Lynn.
Grace Isabel Nelligan, . . . .	Cambridge.
Marie Gertrude Nelson, . . . .	Gloucester.
Eleanor Elizabeth O'Brien, . . . .	Cambridge.
Kathleen Holmes O'Brien, . . . .	Amesbury.
Mary Gertrude Obst, . . . .	Cambridge.
Mary Anne O'Callaghan, . . . .	North Cambridge.
Eleanor Spelman O'Connor, . . . .	Cambridge.
Gertrude Regina O'Hara, . . . .	Cambridge.
Hazel Isabell Oliver, . . . .	Wakefield.
Annette Comba O'Rourke, . . . .	Peabody.
Clara Louise Palmer, . . . .	Everett.
Lillie May Phillips, . . . .	Nahant.
Bertha Winifred Poor, . . . .	Topsfield.
Jennie Loretta Powell, . . . .	North Cambridge.
May Veronica Powell, . . . .	Malden.
Amy Frances Ramsdell, . . . .	Beverly.
Ella Robens Rand, . . . .	Amesbury.
Bessie Eva Rea, . . . .	North Andover.
Ethel Emma Rees, . . . .	Lynn.
Marion Ella Remon, . . . .	Salem.
Katharine Elizabeth Reynolds, . . . .	Salem.
Mary Elousie Riley, . . . .	Salem.
Elizabeth Harriet Robertson, . . . .	Beverly.
Juliette Marie Ryan, . . . .	Cambridge.
Elspeth Cumberland Saunders, . . . .	Andover.
Alice Frances Sayre, . . . .	Medford.
Clementina Duncan Smith, . . . .	Cambridgeport.
Edna Martha Smith, . . . .	Cambridge.
Ethel Marion Smith, . . . .	Malden.
Bertha Mae Sperry, . . . .	Amesbury.
Edna Noyes Spofford, . . . .	South Groveland.
Clare Margaret Sullivan, . . . .	Cambridge.
Bessie Cinderella Taylor, . . . .	West Peabody.



Eva May Taylor, . . . . .	Lanesville.
George Thurston, . . . . .	Dorchester.
Lura Thurston, . . . . .	Rockport.
Anna May Vollar, . . . . .	Salem.
Julia Anna Walsh, . . . . .	North Cambridge.
Marie Theresa Walsh, . . . . .	Manchester.
Mary Catherine Ward, . . . . .	Cambridge.
Hortense Weed, . . . . .	North Sandwich, N. H.
Frances Elizabeth Welch, . . . . .	West Somerville.
Mildred Alison Wetmore, . . . . .	Essex.
Sybil Marion White, . . . . .	West Lynn.
Alice Preston Williams, . . . . .	Beverly.
Helen Harrington Wollohan, . . . . .	Danvers.
Esther Jane Woods, . . . . .	Newburyport.
Walter Simeon Wrigley, . . . . .	North Andover.

### Special Students.

Bertha Mae Burke, . . . . .	Rowley.
Mary Russell Day, . . . . .	Salem.
(Newburyport Training School.) Teacher.	
Ethel C. Frisbee, . . . . .	Kittery, Me.
Berniece E. Whitehouse, . . . . .	Marblehead.
(Oak Grove Seminary.)	

### Post-Graduates.

Martha Eva Bradstreet, . . . . .	Beverly.
Susie Frances Bray, . . . . .	Everett.
Ethel Sargent Merrow, . . . . .	Salem.

### Summary.

Post graduates, . . . . .	3
Special students, . . . . .	4
Students of the elementary course, :	163
	<hr/>
	170
Whole number of students from opening of school, . . . . .	5,531
Whole number of graduates, . . . . .	2,932
Number of certificates for one year's work, . . . . .	48

## Certificate Required for Admission to a Preliminary Examination.

\_\_\_\_\_ 1908.

\_\_\_\_\_ has been a pupil in the  
\_\_\_\_\_ School for three years, and is, in my judgment,  
prepared to pass the normal school preliminary examination in the following  
group or groups of subjects and the divisions thereof:—

Group II. \_\_\_\_\_ Group IV. \_\_\_\_\_

Group III. \_\_\_\_\_ Group V. \_\_\_\_\_

Signature of principal or teacher, \_\_\_\_\_

Address, \_\_\_\_\_

.....

## Certificate of Graduation and Good Character.

THIS IS TO CERTIFY that M \_\_\_\_\_  
is a regular graduate of a four years' course of the \_\_\_\_\_  
\_\_\_\_\_ High School, and that, to the best of my knowledge  
and belief, \_\_\_\_\_ he is a person of good moral character.

\_\_\_\_\_ *Principal.*

\_\_\_\_\_ 1908.









PRESIDENT'S OFFICE.

STATE NORMAL SCHOOL  
ALEM, MASSACHUSETTS



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FIFTY-FIFTH YEAR

1908-1909







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1908-1909



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GEORGE I. ALDRICH, A.M., . . . Brookline, .	May 25, 1914.
ELLA LYMAN CABOT, . . . Boston, .	May 25, 1915.
ALBERT E. WINSHIP, Litt. D., . . . Somerville, .	May 25, 1916.
THOMAS B. FITZPATRICK, . . . Brookline, .	May 25, 1909.
FREDERICK P. FISH, . . . Boston, .	May 25, 1910.
JOEL D. MILLER, A.M., . . . Leominster, .	May 25, 1911.
KATE GANNETT WELLS, . . . Boston, .	May 25, 1912.

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## BOARD OF VISITORS.

ELLA LYMAN CABOT.

JOEL D. MILLER, A.M.

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### The Normal School.

JOSEPH ASBURY PITMAN, . . . . .	PRINCIPAL.
Theory and Practice of Teaching, History of Education.	
HARRIET LAURA MARTIN, . . . . .	Algebra, Geometry, Latin.
JESSIE PUTNAM LEAROYD, . . . . .	English.
CHARLES EUGENE ADAMS, . . . . .	Physics, Chemistry, Physiography.
CHARLES FREDERICK WHITNEY, . . . . .	Manual Arts.
MARY ALICE WARREN, Nature Study, Physiology, Physical Training, Gardening	
GERTRUDE BROWN GOLDSMITH, A.B., . . . . .	Zoölogy, Botany, Psychology.
FRANCES BOUTELLE DEANE, . . . . .	History of Commerce, U. S. History, Civics.
	Librarian.
HELEN HOOD ROGERS, . . . . .	Reading, Physical Training.
CASSIE LUCRETIA PAINE, <sup>1</sup> . . . . .	Supervisor of Training. Child Study.
FRED WILLIS ARCHIBALD, . . . . .	Music.
HARRIET EMMA PEET, . . . . .	Literature, Arithmetic.
SUMNER WEBSTER CUSHING, S.B., . . . . .	Physiography, Geography,
	Commercial Geography.
FREDERICK WALTER RIED, . . . . .	Manual Training.
ARTHUR JOHN MEREDITH, Ph.B., Bookkeeping, Commercial Law, Commercial	
	Arithmetic, Penmanship, Economics.
MARY LOUISE SMITH, A.B., . . . . .	Shorthand, Typewriting, Com-
	mmercial Correspondence.
LOUISE CAROLINE WELLMAN, . . . . .	Secretary. Typewriting.

### The Practice Schools.

ALTON CLIFFORD CHURBUCK, PRINCIPAL, . . . . .	Eighth Grade.
MAUD SARAH WHEELER, . . . . .	Seventh Grade.
MARJORIE HUSE, . . . . .	Sixth Grade.
BESSIE JORDAN WELCH, . . . . .	Fifth Grade.
SALLIMAE MERRILL DENNETT, . . . . .	Fourth Grade.
MARY ELIZABETH JAMES, . . . . .	Third Grade.
DELIA FRANCES CAMPBELL, <sup>2</sup> . . . . .	Second Grade.
HELEN MERRILL DILLINGHAM, . . . . .	First Grade.
LOUISE FARRINGTON, . . . . .	Kindergarten.

<sup>1</sup> Absent on leave, 1909-10. Substitute, MABEL LUCILE HOBBS.

<sup>2</sup> Absent on leave. Substitute, BERTHA LOUISA CARPENTER.

## The Bertram School.

[illegible]

## The Farms School, Marblehead.

BERTINA DYER, . . . . . Ungraded.

# OFFICERS OF THE SALEM NORMAL ASSOCIATION.

1907-1910.

MISS HARRIET L. MARTIN, Salem (Class XXIII.),	President.
MRS. ABBIE RICHARDSON HOOD, Beverly (Class LVII.),	Vice-President.
MISS DOROTHEA C. SAWTELL, Peabody (Class LXVIII.),	First Secretary.
MISS MARY A. GRANT, Salem (Class LXX.),	Second Secretary.
MISS FRANCES B. DEANE, Salem (Class LXXXVII.),	Treasurer.
MRS. ELIZABETH R. HORTON, Boston (Class I.),	Directors.
MISS SOPHIA O. DRIVER, <sup>1</sup> Salem (Class XVIII.),	
MRS. CAROLINE E. TENNEY, Wollaston (Class XXXVII.),	
MISS MABEL BENNETT DAVIS, Roslindale (Class LXI.),	
MISS LILLIAN W. DOWNING, Beverly (Class LXXVII.),	

## Officers, Senior Class.

ETHEL M. FOSTER,	President.
RUBY CHRISTIE,	Vice-President.
BERTHA SPERRY,	Secretary.
BERTHA DEANE,	Treasurer.

## Members of the School Council.

J. ASBURY PITMAN,	Faculty.
HARRIET L. MARTIN,	
JESSIE P. LEAROYD,	
ETHEL M. FOSTER,	Senior Class.
ALICE CLIFFORD,	
HILDUR ENLIND,	
RUTH MERRITT,	Junior Class.
MARY V. KEATING,	
WARREN W. OLIVER,	

<sup>1</sup> Died September, 1908.



## CALENDAR FOR 1909=1910.

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### **Spring Recess.**

From close of school on Saturday, February 27, 1909, to Tuesday,  
March 9, 1909, at 9.20 A.M.

From close of school on Saturday, May 1, 1909, to Tuesday, May  
11, 1909, at 9.20 A.M.

### **Graduation.**

Tuesday, June 22, 1909, at 10.30 A.M.

### **First Entrance Examinations.**

Thursday, June 24, 1909.

8.30-9.30 A.M. — Registration.

9.30-11.30 A.M. — Group I.

11.30 A.M.-12.30 P.M. — Group III.

2-4 P.M. — Group IV.

Friday, June 25, 1909.

9.30-11.30 A.M. — Group II.

11.30 A.M.-12.30 P.M. — Group V.

### **Second Entrance Examinations.**

Tuesday and Wednesday, September 7 and 8, 1909.

(Hours and order as above.)

### **Beginning of School Year.**

Thursday, September 9, 1909, at 9.20 A.M.

### **Thanksgiving Recess.**

From Wednesday, 12 M., preceding Thanksgiving Day, to the fol-  
lowing Tuesday, at 9.20 A.M.

**Christmas Recess.**

From close of school on Thursday, December 23, 1909, to Tuesday,  
January 4, 1910, at 9.20 A.M.

**Beginning of Second Half-year.**

Tuesday, February 1, 1910.

**Spring Recess.**

From close of school on Saturday, February 26, 1910, to Tuesday,  
March 8, 1910, at 9.20 A.M.

From close of school on Saturday, April 30, 1910, to Tuesday,  
May 10, 1910, at 9.20 A.M.

**Graduation.**

Tuesday, June 21, 1910, at 10.30 A.M.

**First Entrance Examinations.**

Thursday and Friday, June 23 and 24, 1910.

(Hours and order as above.)

**Second Entrance Examinations.**

Tuesday and Wednesday, September 6 and 7, 1910.

(Hours and order as above.)

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NOTE. — The daily sessions of the school are from 9.20 to 12.30 and from 1.30 to 3 o'clock. The regular weekly holiday is on MONDAY, but the practice schools conform to the rules governing the other public schools in Salem, and have their holiday on SATURDAY.

The telephone call of the school is "Salem, 375."

The principal's residence is at 260 Lafayette Street, and his telephone call is 149-1.

# STATE NORMAL SCHOOL,

SALEM, MASSACHUSETTS.

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## AIMS AND PURPOSES.

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability. No student may be admitted to or retained in the school, therefore, who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all practical teaching is founded; observation and practice in the application of these principles; and a practical study of children under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, and to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of real service.

## ADMISSION.

### General Requirements.

Candidates for admission must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years, and they must declare their intention to teach, and to complete the course of study if possible. Their fitness for admission will be determined:—

- (1) By their standing in a physical examination.
- (2) By their moral character.
- (3) By their high school record.
- (4) (a) By certificate. (b) By written examination.
- (5) By an oral examination.

### (1) PHYSICAL EXAMINATION.

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

### (2) MORAL CHARACTER.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

### (3) HIGH SCHOOL RECORD.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with complete records of the high school standing of all candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

## (4a) ADMISSION ON CERTIFICATE.

At the regular meeting of the Board of Education held on May 2, 1907, the following votes were passed:—

College graduates may be admitted to the State normal schools without examination, and may receive a diploma after satisfactorily completing a course of one year, requiring at least twenty recitation periods per week and including the advanced pedagogy and practice of the senior year.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

High schools desiring this approval should correspond with the secretary of the Board.

French may be taken in the preliminary examinations.

Blank forms for certificates may be obtained at the office of the State Board of Education, State House, Boston, or at the school.

## (4b) WRITTEN EXAMINATION.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*):—

I. *Language*.—(a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics*.—(a) Algebra and (b) plane geometry.

III. *United States History*.<sup>1</sup>—The history and civil governments of Massachusetts and the United States, with related

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<sup>1</sup> No substitute will be accepted.



geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science*. — (a)<sup>1</sup> Physiology and hygiene, and (b) and (c) any two of the following, — physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music*. — (a) Elementary mechanical and freehand drawing with any one of the topics; — form, color and arrangement, and (b) music.

#### (5) ORAL EXAMINATION.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as to give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

#### General Requirements in English for All Examinations.

*No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.*

#### Special Directions for Written Examinations.

##### Group I. — Language.

(a) *English*. — The subjects of the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1909–1911 is as follows: —

Shakespeare's *Macbeth*; Milton's *Minor Poems*; Burke's

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<sup>1</sup> No substitute will be accepted.

*Speech on Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.*

The purpose of the examination is to discover (1) whether the student has acquired good habits of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

(b) *Either Latin or French.* — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

#### *Group II. — Mathematics.*

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

#### *Group III. — United States History.*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar

with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised — also in English history so far as this history bears conspicuously on that of the United States.

A course in history and civics in the senior year in the high school is strongly recommended.

#### *Group IV. — Science.*

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany and Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

#### *Group V. — Drawing and Music.*

(a) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, — including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, chromatics, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or time phrases sung or played.

### Division of Examinations.

Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, *each group to be presented in full*:—

- I.<sup>1</sup> French.
- II. Mathematics.
- III. United States history.
- IV. Science.
- V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at end of this catalogue.)

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

### Equivalents.

Persons desiring to enter the school, whose course of study has been equivalent to, but not identical with, the requirements for admission, are advised to correspond with the principal. Each case will be considered upon its merits, and in deciding the question of admission there will be a serious effort to give all the credit that is due. Experience in teaching, according to its amount and kind, is regarded as very valuable.

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<sup>1</sup> The group known as *I. Language* must be reserved for the final examinations, with the exception of French, as indicated above. It will doubtless be found generally advisable in practice that the group known as *IV. Science* should also be reserved.



### **Students from outside the State.**

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be admitted as students on payment of fifty dollars per year, of which sum one-half is payable at the beginning of the year, and the other half at the middle of the year. This applies to all courses.

### **Special Students.**

College graduates, graduates of normal schools, and other persons of suitable attainments, including those who have had considerable experience in teaching, may, by arrangement with the principal, select a year's work from the regular program of the elementary course. If this work embraces not less than twenty recitation periods per week of prepared work, and includes the course in pedagogy and practice teaching, the student will receive a certificate for the same upon its satisfactory completion.

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in desiring to enter the school is required, and those who do not intend to remain at least one-half year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from a half year's work. Some of our most earnest students have been of this class. The school is also open to teachers who desire to enter



existing classes on Saturdays. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.

### ELEMENTARY COURSE OF STUDY.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic, algebra and plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, physiography, botany, zoölogy, geography, physiology and hygiene, nature study.

(e) Drawing; manual training; vocal music; physical training.

II. (a) The study of man, body and mind, with reference to the principles of education; the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in teaching.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years is insisted upon. A diploma is given when the course is satisfactorily completed.

### CONDITIONS OF GRADUATION.

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. While the fact is recognized that predictions regarding

the success or failure of normal school students as teachers always involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the application of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the standpoint of personality.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

#### THE MODEL AND PRACTICE DEPARTMENT.

[Mr. CHURBUCK, Principal; Miss PAINE, Supervisor of Practice Teaching.]

In co-operation with the school committee of the city of Salem, the State normal school maintains in its building a complete system of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes kindergarten and primary classes in the Bertram school building and a model ungraded school in Marblehead. The teachers are nominated by the principal of the normal school, with the approval of the Board of Visitors, and they are elected by the city school committee. The assignment of pupils is in the hands of the local authorities, so that the children do not constitute a picked company.

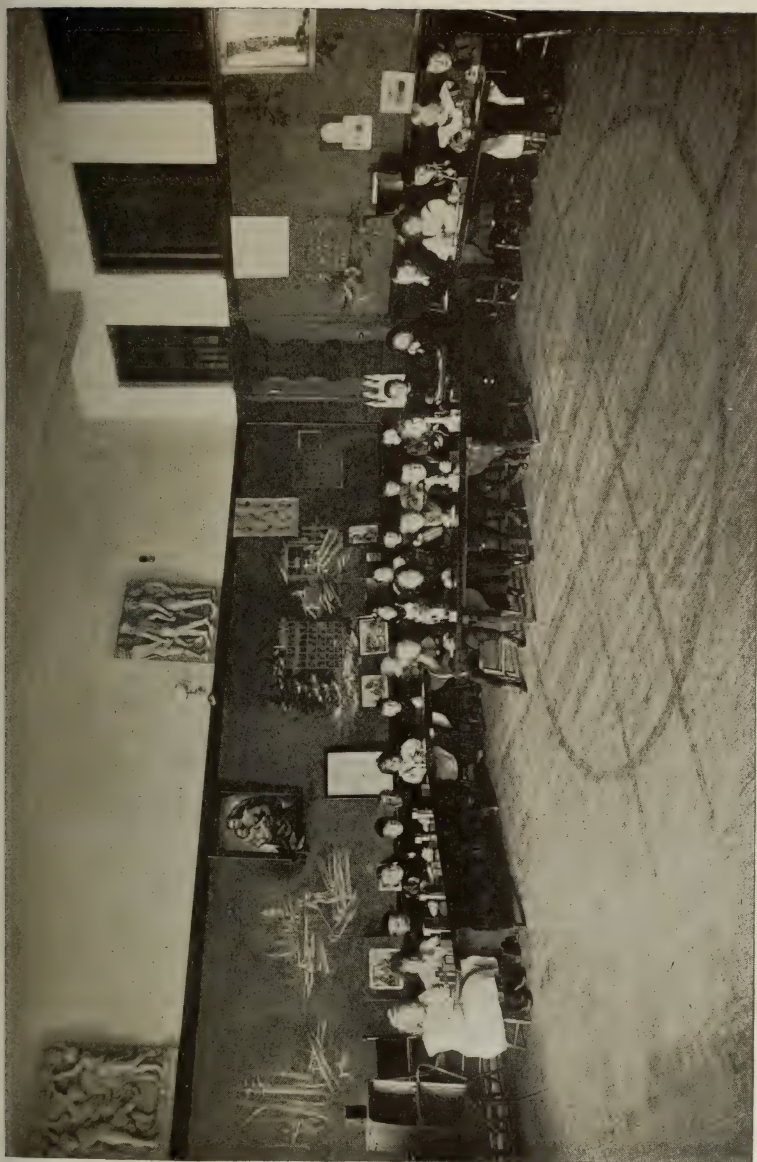
The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best



BERTRAM PRACTICE SCHOOL.







ONE OF THE KINDERGARTENS.





kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory in which the normal school students are taught. In the model and practice school located in the normal school building, a large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it easy to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service.

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergartens; and arrangements have also been made for a few students to gain a limited amount of experience in teaching in the upper grades of the Pickering Grammar School in this city.

## ELEMENTARY COURSE.

### Junior Year.

	Periods Weekly.
Language and grammar, . . . . .	2
Literature, . . . . .	2
Reading, . . . . .	1
Geometry, { half year each, . . . . .	3
Algebra, {	
Psychology, . . . . .	2
Zoölogy, { half year each, . . . . .	3
Botany, {	
Chemistry, { half year each, . . . . .	3
Physics, {	
Physiography, . . . . .	2
Drawing, . . . . .	2

	Periods Weekly.
Manual training, . . . . .	1
Music, . . . . .	2
Gymnastics, <sup>1</sup> . . . . .	2
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	25

**Senior Year.**

	Periods Weekly.
Pedagogy, . . . . .	3
Language and grammar, . . . . .	2
Literature, . . . . .	1
Reading, . . . . .	2
History, . . . . .	2
Geography, . . . . .	3
Numbers and arithmetic, . . . . .	2
Nature study and physiology, . . . . .	2
Drawing, . . . . .	2
Manual training, . . . . .	1
Music, . . . . .	2
Gymnastics, <sup>1</sup> . . . . .	2
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	24

**AIM AND SCOPE OF THE COURSE OF STUDY.****Literature.**

[MISS PEET.]

Literature is the expression in an art form of that which is of vital importance in the development of character, — a knowledge of human personality in its manifold moods and various relationships. The endeavor of the junior work is to give the student a broad outlook into the field, first, through a study of typical masterpieces, lyrical, dramatic and narrative, and, in the second place, through the study of American literature chronologically considered. The aim throughout is not only to bring the class into close and appreciative contact with the best literature, but to give to the student those things which are of importance to a teacher, — ability to judge literature on its

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<sup>1</sup> In order that the health of the students in the normal schools may remain unimpaired throughout their course, and that the graduates may be prepared to care for the physical culture of pupils in their own schools, the Board of Education has voted that at least two hours a week of class work in physical training be required of all students in the normal schools throughout their course.

merits and to interpret to others its beauties of thought and form. The senior work consists in studies in children's literature, and in discussions of the aims and methods of teaching the subject. The class has continual practice in the selection, organization and presentation of material.

### **English Language.**

[Miss LEAROYD.]

The study of language is continued throughout the two years. As the students come from many different schools, their preparation is varied. It is therefore necessary during the first year to consider the essential qualities of language, in order to lay a uniform foundation for the intelligent discussion of the work in language in the lower grades.

The subjects taken are considered chiefly from the standpoint of the teacher. Suggestions are given for planning and presenting subjects to a class, and opportunity is given for practice before the normal school class. Frequent oral and written criticisms are required. The students are expected gradually to assume the responsibility of the work in the classroom.

As far as possible, the work in English is associated with that in other branches, and the student is made to feel the importance of a skilful use of language both in speech and in writing. Those who are especially deficient in knowledge or in practice are expected to give the subject extra attention.

In the second year the teaching of English is considered. Good books on the subject are read by the class, for the purpose of gaining a high ideal and inspiration for the work. A course of study in general language work is suggested, to be used as a basis for class discussion and as a guide for individual work in planning different types of lessons. The best order of topics in grammar is considered, and exercises are planned and given.

The observation of the work in the practice school serves to emphasize and illustrate points discussed.

### Reading.

[Miss ROGERS.]

During the junior year selections from standard authors are studied and read orally. Three purposes are kept in view: to develop the power of getting the thought of an author, to create a desire to reveal it to others, and to acquire skill in its expression.

In the senior year attention is centered upon the pedagogical aspect of the subject. Methods of teaching reading in public schools, literature for children, story-telling, and dramatization are some of the subjects considered. The aim is to give students a working knowledge of the whole subject, and to arouse the feeling that their work as teachers of reading is incomplete unless their pupils have not only power to read fluently, but also a taste for good books.

### Elementary Latin.

[Miss MARTIN.]

The modern idea of gaining the much-needed additional time for Latin in the public schools by extending the course downward into the grades is both a natural and a reasonable one; and the introduction of this study into the last year of the grammar school curriculum has been carried into effect in many representative schools. It is fitting that the normal school take note of this fact, and provide means for training such of its students as may desire to prepare themselves for work in this line.

In accordance with this view, a class has been organized for the consideration of methods of teaching the "beginner's Latin." Membership is optional. The class is open to special students, and to students of the second or third year whose general standing warrants their undertaking the additional work.

In the weekly recitation period the ultimate purpose of the study of Latin is noted, the results to be secured in the first year's work are made clear, and the means of attaining these results receive full discussion. The importance of *drill* is easily apparent; indeed, the work of the teacher of first-year Latin may almost be summed up in that word. Hence the necessity



of a thorough discussion of the various modes of drill calculated to secure the desired results, viz., the gaining of a vocabulary, the mastery of forms and the acquisition of the more important principles of syntax. Various devices and aids, in the shape of drill cards, drill books, etc., are provided, and these are carefully examined and discussed.

The leading modern text-books covering first-year work are at hand, and detailed study is made of the different types. Enough lessons are worked out in each book to bring the student-teacher into sympathy with the spirit of the book, and give him an intelligent appreciation of the author's method. The more difficult forms and constructions receive special attention, and the comparative method of study rendered possible by the number of different text-books available is emphasized throughout the course.

### **Arithmetic.**

[Miss PEET.]

There is an arithmetic of books and one of actual concrete situations in life. When the first is taught to the exclusion of the latter, the pupil has but a poor incentive for the study, and gains but little ability in the application of his knowledge. To avoid the narrowness of such a training the arithmetic is brought into contact with the activities of the student. It is based upon manual training, nature study, geography, and other interests of the school, home and community life. The work with the training class covers the senior year. During the first half of the year the class discusses the principles underlying the number work of the primary school and works out their application through teaching exercises. During the second half of the year the class reviews advanced arithmetic and develops methods of teaching it. Books are used for reference, but the endeavor here, as elsewhere, is to find the arithmetic of the actual office, shop and home.

### **Geometry.**

[Miss MARTIN.]

The course is planned to include (1) a review of demonstrative geometry and (2) a detailed study of concrete or observational geometry. The two are carried along together.

In the demonstrative work special attention is given to securing exactness in reasoning and in expression and to helping students towards that mastery of the subject which may reasonably be expected of teachers in the elementary schools. In this connection the origin and development of the science are made a matter of study, and the scope and plan of the ordinary text-book in geometry are noted. The general object in this part of the work is to confirm and supplement and make exact the student's knowledge, to broaden his outlook, arouse fresh interest, and awaken a sense of the teacher's responsibility towards the subject.

The course in concrete geometry develops the elementary definitions, and such of the simpler truths of the science as lend themselves to objective treatment. A topical outline in the hands of students furnishes a basis for discussion of methods of work and the selection and arrangement of material. The leading text-books in this department are reviewed, and to some extent practically tested. Laboratory work and field work are prominent features. The general aim is to put students in possession of approved methods of teaching in elementary schools those parts of geometry which by general consent are adapted therefor.

### **Algebra.**

[Miss MARTIN.]

The general purpose is to review and supplement the student's knowledge of the subject-matter, and to establish clear and simple methods of teaching the more elementary topics. This involves (1) a thorough study of the processes underlying the solution of simple equations and the simpler forms of quadratics, (2) the discussion of methods of solution of equations of these types, and (3) the discussion of problems involving such equations, together with devices for making real to a class of beginners the conditions of a problem. The aim is to develop facility in algebraic operations, to give an intelligent grasp of the subject-matter, and to form the habit of regarding it from the teacher's point of view.

### **United States History.**

[Miss DEANE.]

The study of United States history is included in the second year of the course. The work is planned with two general aims in view: (1) the review and establishment of the essential facts and principles of American and allied English history, treated from the academic standpoint; and (2) the consideration of the material in its adaptation to the elementary school. Effort is made to broaden the students' acquaintance with authoritative historical works and to aid him in the selection and handling of material. To this end, special presentations of topics requiring research have an important place in the plan of study.

The elements of civil government are considered from the standpoint of their actual operation rather than from that of theory, thus necessitating attention to current political events. Book study of the principles of government must be supplemented by familiarity with concrete examples.

### **Chemistry and Physics.**

[Mr. ADAMS.]

The aim of the work in these subjects is not to turn out trained chemists or physicists, or to prepare students for college examinations, but to lead them to acquire the power of accurate observation, correct expression, and clear thinking; to train them to follow directions and to acquire habits of carefulness, accuracy, neatness, independence and originality. The greater part of the time will be given to the consideration of those facts and principles which have practical application in common life, or will aid in the interpretation of the various phenomena related to the other subjects in the course.

Special emphasis is placed upon the method of teaching by experiment, and the art of correct questioning.

*Means.* — The ends enumerated are secured by a course of experiments selected and arranged so that most of the work can be done by each individual. Each student is provided with a notebook, and has a separate compartment at the laboratory bench.

The chemical laboratory is equipped with slate tables, hot and cold water and individual fume closets. Both laboratories connect with a large lecture room, provided with roller shutters for darkening the room, and an electric lantern.

The students have considerable practice in presentation work before their classmates, and in examining them on the experimental work, and thus acquire confidence to stand before others, and skill in directing their thinking.

Most of the work is qualitative, but some quantitative experiments are taken, to afford practice in weighing and measuring.

Students are constantly encouraged to consider their work from the teacher's point of view. This gives professional value to the course, which cannot be obtained by work that is wholly academic.

### **Physiography.**

[Mr. CUSHING — Mr. ADAMS.]

The course in physiography is made to include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of bed rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the background for the earth sciences that are taught in the elementary schools. It is made preparatory to the course in geography that follows the next year.

Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, and a museum of selected fossils.







### **Botany.**

[Miss GOLDSMITH.]

The study of plant life is undertaken with two ends in view, — to arouse students to an enthusiastic observation of plants, and to give them a thorough foundation for the study of nature with children. The evolution of plants, the life history of types and the relations of plants to their surroundings are the general subjects considered.

As soon as possible the students are expected to work out for themselves the life history of a plant. To aid them in this work, laboratory manuals, an abundance of good reference books, diagrams and pictures, microscopes and prepared slides are furnished. Students are urged to gather specimens whenever it is possible. Some time, outside of the recitation periods, is expected to be given each week to laboratory or field work. Occasional field trips are intended to arouse enthusiasm in the study of plants, and to show the necessity of an intimate acquaintance with plants in their natural surroundings.

### **Geography.**

[Mr. CUSHING.]

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in textbooks on the subject in elementary schools, in map reading, in the use of diagrams, models, pictures, specimens and the other geographic helps.

An intensive study of the pedagogy of geography occupies a period near the end of the course, after the students have gained abundant illustrative material and experience in the previous work of the class and in the practice school. The place of geography in the school curriculum is justified and the part it plays

in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied industrial activities. An excellent harbor and near by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

### Zoölogy.

[Miss GOLDSMITH.]

The purpose of the work in zoölogy is to give the students as clear an idea of evolution as is possible in the time allowed, and to lay a broad foundation for a comprehensive understanding of the study of human physiology. For the accomplishment of this purpose the course begins with the lowest forms of animal life, and continues with the more complex organisms in the order of their development. In each stage of development the characteristics of type forms are emphasized. Allied forms are considered in connection with the type forms.

In the laboratory, by dissection and careful observation, both external and internal organs are studied with reference to their structure, position, relation and function, together with the special office of each in the animal economy. Additional knowledge is gained by reading and drawing. There are frequent discussions of the problems of heredity, of environment and adaptation to environment, and of the survival of the fittest. These lead to a clearer insight into the forces at work which influence the life and structure of the various forms of the animal kingdom. The fine collection of specimens at the Peabody Academy of Science affords unusual facilities for the pursuit of this branch of study. In the spring, opportunities are given to become familiar with the common birds and their songs.

The aim of the work in zoölogy is to fit the students to lead children to love and care for God's creatures; to observe their habits more closely, thereby learning lessons in industry, perseverance, patience and fidelity; and to give them a keener appreciation of the wonders and the beauty of the abundant life with which we are surrounded.









### **Nature Study.**

[MISS WARREN.]

From the courses in botany and zoölogy of the junior year the pupils have gained some knowledge of the theory of evolution, and have learned many important facts concerning both plant and animal life.

The aim of the work in nature study is to find a way in which to interest the child in the life of the wonderful world about him, and through this growing appreciation to awaken the desire to find out things for himself; also, to correlate the knowledge gained by the study of his environment with his work in literature and art.

The child must first see things before he can reason about them. Unconsciously through this reasoning valuable lessons are learned, and by a better understanding of the great truths of nature, he gains a broader conception of life.

The value of the work depends upon the spirit in which it is undertaken. The habit of observation and inquiry will lead to a sympathy with nature that will be not only a source of happiness, but will tend to an enrichment of life.

### **The School Garden.**

A part of the school grounds is devoted to a garden, in which the students of the normal school have an opportunity not only to plant a small plot of their own and care for it, but also to supervise the work of children from the practice school. Thus they learn to make practical the ideas they have learned concerning plant life, and will be able to establish gardens in schools where they may teach. The work is under the supervision of Miss Warren in the normal school and Mr. Churbuck and other teachers in the practice school.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. They promote a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive, and

generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.

### **Manual Arts.**

[Mr. WHITNEY — Mr. RIED.]

The subject of drawing presents itself in various phases. Structural drawing involves the making and reading of structural drawings, and the ability to handle tools and to construct the objects planned and designed. Under this head are taught sewing, weaving, and work in leather, metal and wood. Sewing as taught in the grades of the practice school includes the making of both useful and decorative articles. The design and decoration are always original work on the part of the pupil and the direct result of the teaching of color and design. Weaving includes basketry, the making of rugs, hammocks, school bags, cushion covers, portières and other hangings, with the application of woven or stenciled designs. Under the head of leather work the pupils study the different kinds of leather, their preparation and use in manual work. Structural design is applied to any articles which the pupils may construct, not for mere prettiness but for its value as an article of good design. The



MANUAL ARTS.







THE DRAWING ROOM.





same plan is followed in the work in metal. The woodwork includes the making of a great variety of articles: trapezes, swings, teeters and other apparatus for the outdoor gymnasium; fences, lattices and trellises for the school gardens; screens, book racks, trays and many other articles for use in the schoolroom and the home. This line of industry develops a wide range of thought, originality, imagination and activity. It renders a drawing intelligible through experience, cultivates the reasoning power and manual skill, and trains the eye and the hand.

Decorative or enrichment drawing deals with the history of art, with the principles of design, and with the application of these principles to every possible line of constructive and decorative work. It involves the study of the theory of color and its applications to structural and decorative purposes, and includes the planning of harmonious schemes of house and school furnishing, home decoration and dress.

Appearance drawing cultivates the ability to represent familiar objects of all kinds and forms. Landscape sketching and composition are studied, and field trips with the sketchbook as an important factor are not unusual. This topic includes nature study in its broad sense and illustrative drawing in every line of school work, the mediums used being pen and ink, water color, lead pencil and crayon. The students make both scientific drawings and pictorial representations of fruits, flowers, foliage, different stages of plant growth, birds, butterflies and moths, sea shells, mosses, etc. Language and literature afford a broad field for illustrative sketching and for picture study. Geography and history require frequent pictorial expression and a ready response of the hand to the thought of both teacher and pupil. The pupil who can illustrate a problem in arithmetic, algebra or geometry makes the facts in the problem much more definite and vital to himself and to the class.

It is the constant effort of the department to make itself helpful in meeting the problems of school life and to complement the work of the other departments. Each year is given a course of lessons in free blackboard sketching, which is a very important accomplishment of the grade teacher. Such work awakens interest, holds the attention and cultivates

a desire on the part of the child to express himself in the same free and spontaneous manner.

Occasional lectures are given by the State supervisor of drawing and others upon important subjects influencing drawing in the public schools, and upon more general topics in art. These lectures have a decided influence upon the pupils, and create an interest in many lines of art study and industrial training. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting, from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupils observe their application in the work with children. Students who complete the course should be able to plan and arrange adequate outlines of work for use in their own teaching, or to follow intelligently the outline of a supervisor.

### **Music.**

[Mr. ARCHIBALD.]

The work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Tune, time, technique and the æsthetics of music are considered. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered:—

(a) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(b) Musical appreciation through the listening to good music performed by the students, and the study of famous composers and musical form.

(c) Chorus singing in preparation for the graduation exercises.

## Physiology and Hygiene.

[Miss WARREN.]

The work in physiology being a continuation of the work in biology, the same general plan is followed. The main point in the consideration of the subject is hygiene.

To know how to care for the human body that the best results may be obtained, it is necessary:—

1. To consider it as a whole.
2. To become familiar with the functions of the organs and with their mutual dependence and co-operation.

The laboratory method is continued in this branch of study. The dissection of a mammal as a complete organism, and of individual organs of different animals, throws much light upon the structure and functions of corresponding organs in man.

A life-sized manikin, a human skeleton and microscopic slides are valuable aids in the work of anatomy.

Each of the following systems, the respiratory, the circulatory, the digestive, the excretory, the nervous, the muscular and the osseous, is studied in detail. The intimate relation of each system to the others, and the importance of keeping each in a healthy condition to ensure an harmonious whole, are strongly emphasized. In addition, attention is given to the special senses, particularly to the structure and hygiene of the eye and ear. The effect of alcohol and tobacco upon the human system is taken up in connection with the consideration of the organs and their functions.

One practical application of the knowledge obtained in the class room is the intelligent treatment of emergency cases. Some instruction in regard to symptoms is given, in order to convey to the minds of the students an estimate of the general appearance of the more common diseases. This will help them, in their future work as teachers, to detect conditions of doubtful health, and to comprehend intelligently directions given by school physicians.

Special stress is laid upon the hygienic effects of clothing, bathing, food, sleep, recreation and rest. As the body is the instrument through which the mind finds expression, a better



understanding of its mechanism and of hygiene is very important for those who are to take up the teacher's profession, that they may be instrumental in helping the young to a more harmonious and effective physical development.

### **Physical Training.**

[Miss WARREN — Miss ROGERS.]

In the work of physical training the Swedish system of gymnastics is employed. Physical exercise has a two-fold purpose; it invigorates the body and it relieves mental tension.

The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. It is supplemented by the use of apparatus, which gives added interest and enthusiasm to the work, and a greater opportunity for muscular development. The gymnasium is provided with stall bars and benches, double booms, jumping standards, vertical ropes, a Swedish ladder and a horse. The work is varied occasionally by gymnastic games, which are calculated to develop self-control, precision, dexterity and concerted action. Rhythmic movement is a strong feature of the work. During the senior year opportunities are given the students for conducting gymnastic exercises as practice in teaching.

Association in the gymnasium promotes a social spirit, which serves as a bond of union, and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study. The aim of the work is not only to help the student to gain a more intelligent mastery of the body, but also to train the mental and moral faculties.

The vitality and usefulness of the human body are also furthered by correct carriage, proper breathing and regular bodily exercise. Whatever, therefore, conduces to develop the chest, straighten the spine, purify the blood and distribute it to the various organs, and to improve the personal appearance generally, is a matter of vital importance.

We cannot too strongly emphasize the fact that a sound mind in a sound body is a prime requisite for success and effectiveness in any department of life.



### **Psychology.**

[Miss GOLDSMITH.]

The course in psychology extends throughout the junior year. The aim is to secure a clear understanding of the fundamental laws which govern mental activity, as well as to develop a larger sympathy with human life as a whole and an appreciation of the conditions existing in immature minds. Careful attention is given to the processes by means of which knowledge is acquired and elaborated, the sources of knowledge, both general and psychological, and the function and development of the mental faculties. Since the work is intended to be of practical value rather than of merely theoretical interest, illustrations and applications are demanded throughout the course.

### **Pedagogy.**

[Mr. PITMAN.]

The course in pedagogy extends throughout the senior year. Its chief aim is to develop an understanding of the principles of education as derived from the study of psychology in the junior year, and of their application to school organization and government and to the art of teaching. The course comprises a study of the various educational agencies; of the educational values of the several subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; and of the hygiene of the schoolroom. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

The course also includes a study of the lives of the great educational reformers and of their contributions to the science of education. This work is largely biographical, and is devoted chiefly to a critical study of a few of the leading educators of modern times.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system, and a sufficient knowledge of the school laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

## COMMERCIAL DEPARTMENT.

### Entrance Requirements.

(a) *For Regular Students.* — The requirements for admission to the regular course of two years will be the same as for students who apply for admission to the elementary course, except that graduates of commercial courses in approved high schools will also be eligible. Certificates will be accepted in lieu of examination in those subjects in which candidates have attained a rank of not less than *B*, or eighty per cent., and examinations will be given in other subjects.

While the standards for scholarship and efficiency in this department are nominally the same as those of the elementary course, it must be remembered that its students are preparing themselves to teach in high schools, and no one will be allowed to continue the work who does not give promise of becoming a successful teacher in secondary schools.

Students who complete this course will receive special diplomas.

(b) *For Special Students.* — A special condensed course of one year will be offered to graduates of colleges, normal schools and private commercial schools, and to teachers of experience.

Special students who satisfactorily complete an approved course of study will receive an appropriate certificate.

### Regular Course.

#### JUNIOR YEAR.

	Hours per Week.
English, . . . . .	2
Psychology, . . . . .	2
Geography, . . . . .	2
History and civics, . . . . .	2
Gymnastics, <sup>1</sup> . . . . .	2
Bookkeeping, . . . . .	5
Commercial arithmetic, . . . . .	2

<sup>1</sup> See note, p. 20.



BUSINESS PRACTICE.



	Hours per Week.
Penmanship, . . . . .	2
Stenography, . . . . .	5
Typewriting, . . . . .	6
	<hr/>
	30

## SENIOR YEAR.

	Hours per Week.
English, . . . . .	2
Pedagogy, . . . . .	3
Gymnastics, <sup>1</sup> . . . . .	2
Bookkeeping, . . . . .	4
Penmanship, . . . . .	2
Commercial law, . . . . .	} half year each, . . . . . 3
Commercial geography, . . . . .	
Economics, . . . . .	} half year each, . . . . . 3
History of commerce, . . . . .	
Stenography, . . . . .	4
Commercial correspondence, . . . . .	1
Typewriting, . . . . .	6
	<hr/>
	30

Special Course.<sup>2</sup>

## ONE YEAR.

Pedagogy, . . . . .	3
Gymnastics, <sup>1</sup> . . . . .	2
English, . . . . .	2
Bookkeeping, . . . . .	5
Commercial arithmetic, . . . . .	2
Penmanship, . . . . .	2
General geography, . . . . .	} half year each, . . . . . 2
Commercial correspondence, . . . . .	
Commercial geography, . . . . .	} half year each, . . . . . 3
Commercial law, . . . . .	
Economics, . . . . .	} half year each, . . . . . 3
History of commerce, . . . . .	
Stenography, . . . . .	5
Typewriting, . . . . .	9
	<hr/>
	38

<sup>1</sup> See note, p. 20.<sup>2</sup> Candidates for this course must have already completed a sufficient amount of the work prescribed to reduce their programs to a maximum of thirty hours per week.



**Pedagogy.**

[Mr. PITMAN.]

Pedagogy is a prescribed subject for all students in the commercial department. Hereafter it will be conducted as an independent course. In addition to the essential features of the regular elementary course it will include a consideration of many of the problems of the secondary school, and particular attention will be given to the pedagogical aspects of commercial education. [See description of course in Pedagogy, pp. 35, 36.]

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

**English.**

[Miss LEAROYD.]

The course is planned for two years. It is intended to give the students a thorough knowledge of the language as far as it may be obtained by consulting reference books on the subject and by reading literature, and to offer systematic training in expression in speech and writing. At first, the aim will be to ascertain the needs of the individual and to establish habits of accuracy and of systematic methods of work. Exercises in spelling, definition, dictation, taking notes from dictation and letter writing, including the phraseology of business English, will receive attention in proportion to the needs of the class. A detailed study of words, the sentence, the paragraph and the whole composition will form the basis of most of the work of this year. Frequent opportunity will be afforded to students to write short daily themes and occasional long themes, to plan talks efficiently and to gain ease in speaking before the class.

During the second year an effort will be made to arouse the students to an interest in the best works of modern literature, and to give them training in logical, definite and clear modes of thought and expression.

**Bookkeeping.**

[Mr. MEREDITH.]

Bookkeeping is the most important and usually the most attractive study of the distinctively commercial group. It is the subject with which all the other subjects are most closely correlated. The aim of the course is to give the student a thorough understanding of the principles of bookkeeping as well as of the various approved methods for teaching the same. Both class and individual methods of instruction are used. Business practice is also carried on as a part of the work of this course.

**Commercial Law.**

[Mr. MEREDITH.]

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods for imparting this knowledge to others. The work of the text-book is supplemented by real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.

**Economics.**

[Mr. MEREDITH.]

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

### **History of Commerce.**

[Miss DEANE.]

The history of commerce treats of the rise and development of commercial activity. By means of text-books, lectures, supplementary reading, museum study and excursions to near by industrial institutions, this course aims to provide the student with a broad view of business relations, from the early times of barter to the present complicated system of exchange, and to give him a knowledge of modern methods for teaching the subject to high school pupils.

### **Economic Geography.**

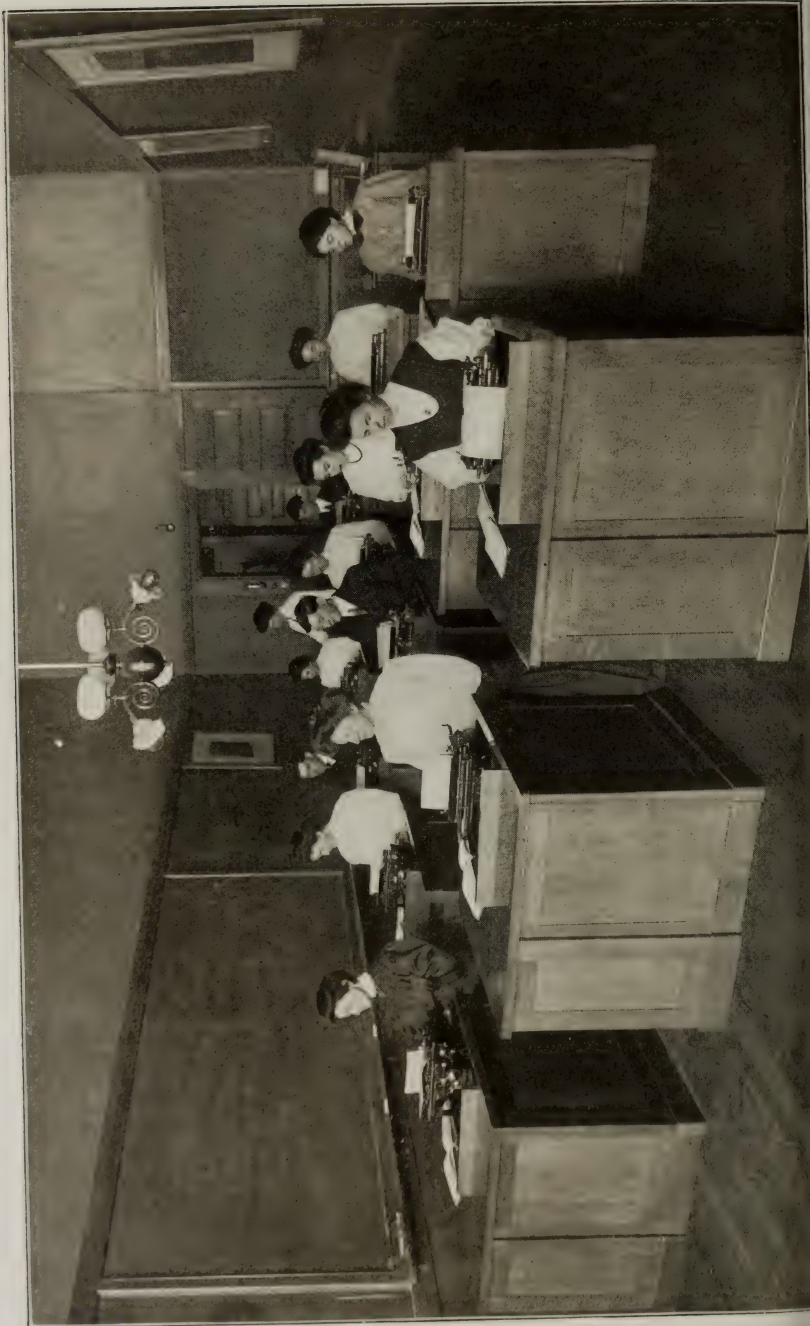
[Mr. CUSHING.]

Economic geography is regarded in this course as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods.

The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials of commerce. Many business houses have contributed to this, so that the various stages of production to the finished products of commerce, in many lines, are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.







**Shorthand.**

[Miss SMITH.]

The work of the junior year comprises the study of the principles of Benn Pitman shorthand, accompanied and followed by drills for speed and accuracy on miscellaneous matter. The acquiring of technical skill is the chief aim of the course during this year. In the senior year, advanced academic work is offered, and the professional side of the subject is emphasized by the discussion of methods, by the examination and criticism of various text and drill books, by observation in the Salem Commercial School, and by observation and practice teaching in the Salem High School.

The Gregg system of shorthand may be continued by those students who have had a reasonable amount of instruction in it elsewhere.

**Typewriting.**

[Miss SMITH — Miss WELLMAN.]

During the junior year the aim of the course is to acquire proficiency in the use of either the single or the double keyboard, by the touch method. Particular attention is given to the forming of correct habits of position, touch, fingering, and manipulating the machine. From the beginning, only perfect work written at a specified rate of speed is accepted. In the senior year, drills for speed and accuracy are continued, together with practice in arranging difficult material in correct form, tabulating, duplicating, etc. A considerable opportunity for practical experience in this work is afforded by the needs of various departments of the school. Methods of teaching the subject are considered and various text-books are examined, criticized and compared. Observation and practice teaching under criticism constitute an important part of the year's work.

**Commercial Correspondence.**

[Miss SMITH.]

One hour a week is devoted to the study of forms of business correspondence, and to practice in the writing of business letters. On the professional side, the importance of the study to high school classes is considered and methods and text-books are dis-

cussed. As an additional drill, some of the clerical work of the school is done in this course.

### **Commercial Arithmetic.**

[Mr. MEREDITH.]

Commercial arithmetic has a practical, a disciplinary and a cultural value. For this reason it has an important place in the curriculum of a commercial department. It is very closely correlated with bookkeeping and helps to interpret other general commercial subjects, such as commercial geography, transportation and finance. The aim of this course is to give the student an accurate knowledge of arithmetic in its application to business practice. The theory and practice of teaching it according to modern methods is also part of the work.

### **Penmanship.**

[Mr. MEREDITH.]

A commercial teacher who is unable to write a plain, legible and rapid hand certainly labors under a great disadvantage. Neat and accurate penmanship is essential to either the bookkeeper, the stenographer or the office assistant, hence every written recitation in the commercial department is made a lesson in penmanship. The aim of the course is to teach each student to become a good penman and to develop the best methods of instructing others.

### **LECTURES.**

Several lectures of general educational interest are given each year by people of prominence. The aim is to make them of direct practical value to the students. To this end they will be arranged as far as possible in systematic courses, and ample opportunity for discussion will be afforded.

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts: —

Annual concert. The Glee Club of 1907-08.

"The Function of the School in Training for Right Conduct."

MARGARET E. SCHALLENBERGER.

"The Rural School." Mr. GRENVILLE T. FLETCHER.





THE LIBRARY.



Interpretative Reading: "The Rivals." Mr. HENRY LAWRENCE SOUTHWICK.

Memorial Day address. JAMES H. WOLFF, Esq.

Graduation address: "The Training of Purpose." Mr. JOSEPH LEE.

"Music and Verse in the Public School." Mrs. JESSIE L. GAYNOR and Mrs. ALICE C. D. RILEY.

"Illustrative Sketching." Mr. FREDERICK L. BURNHAM.

"Loyalty." Mrs. ELLA LYMAN CABOT.

"Some Mexican Aborigines." Rev. PETER H. GOLDSMITH.

"Special Training for Salesmanship." Mrs. JOHN T. PRINCE.

"Some Defects in Our Currency System." Mr. JOSEPH FRENCH JOHNSON.

"Methods, Aims and Purposes of Commercial Education in the Secondary School." Dr. CHEESMAN A. HERRICK.

"Life and Influence of Abraham Lincoln." Dr. EDWARD CUMMINGS.

Concert. The Glee Club of 1908-09.

Concert. The Myra Winslow Trio.

"Sidney Lanier." — Mrs. KATE GANNETT WELLS.

### THE LIBRARY AND READING ROOM.

The general library contains a collection of books now numbering 4,900, including valuable works in all departments. The American Library Association system of cataloguing is employed, with a complete card index by authors and book titles. This is supplemented by a card system of references by topics, already containing several thousand cards. In addition to the general library books, there is a collection of about 5,000 reference and text books, also carefully catalogued, for use in connection with the various courses.

In the reading room are filed the leading periodicals, both of general nature and of specific value in pedagogical study.

### THE MANAGEMENT OF THE SCHOOL.

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed; but their work in such lines will be



done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit and unlikely to become successful teachers, and will be removed from the school. Others also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and three members chosen by each class. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

## GENERAL INFORMATION.

### Historical Sketch.

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Indirectly it was the outcome of steps taken to provide a new location for the first normal school in the State, which was opened at Lexington. The old school was not transferred to Salem, but the Legislature directed the State Board of Education to establish a new one in Essex County, and this city was finally chosen as its location.

The first building of the school stood at the corner of Broad and Summer streets. Its cost, including site and equipment, slightly exceeded \$20,000. The city of Salem erected the building, and received in partial compensation the State appropriation of \$6,000 and a contribution of \$2,000 from the Eastern Railroad Company. The building was enlarged and improved in 1860, and again in 1871.

After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools. The Legislature of the Commonwealth consequently made generous provisions for a new building. Work was begun in November, 1893, and the building was first occupied by the

school December 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

### **The School Building.**

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus, the toilet and play rooms for the pupils of the model schools, besides the gymnasium with its adjoining dressing room, the industrial laboratory, bicycle room, lunch room, and store rooms for supplies and materials.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the practice schools. The rooms for these schools — nine in number, besides six recitation rooms connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate 350 pupils.

The central portion of the second floor is occupied by the assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of the floor contains the principal's offices, reception room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two rooms on the north side furnish admirable accommodations for the work in drawing.

The size and lighting of the rooms are conspicuous features of the building. The corridors are also noticeable for their width and cheerful aspect. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's office speaking tubes radiate to all the important rooms; while a program clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of oak, and all the furniture of the building is in keeping.

### **Decorations.**

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of the refining and educative value.

There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. Such works of art, well chosen and hung, may exert a helpful influence in other branches of study as well as in art.

With these thoughts in mind, the pictures and casts in the building were selected and placed in the various rooms and corridors, and they have served their purpose thus far in creating a taste for and an appreciation of good things.

There are many pictures of historic interest, cathedrals, colonnades, arches and temples, which have proved of value in geography and history. There are photographs from works of masters such as Corot, Millet, Mauve, Jacque, Israels and others, which are full of helpful suggestions in literature, language, and nature study.

These works of art have been presented by the State, by students and teachers, and by generous friends of the school, to whom due acknowledgment is made upon another page.

### **The Teachers and Students.**

The school during its history has had five principals and seventy-nine assistant teachers. The development of the practice schools began in 1897, and with them twenty-eight persons have been connected as teachers. Seventeen teachers are now required in the normal school and thirteen in the practice schools.

More than five thousand five hundred students have attended the school, of whom fifty-five per cent. have received either certificates or diplomas. The proportion of those who complete the course has been increasing steadily in recent years.

### **The Location and Attractions of Salem.**

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting also with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport, Marblehead and intervening points. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.



### **Expenses, Aid, Board, etc.**

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 9, 1909, and the other half February 1, 1910. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school, several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the "Students' Benefit Fund" are other funds, founded by graduates of the school to perpetuate the memory of Dr. Elmer H. Capen, formerly chairman of the Board of Visitors, and Dr. Walter P. Beckwith, principal of the school from 1895 to 1905.

At the last triennial meeting of the Salem Normal School Association \$200 was appropriated from the treasury as a donation to the "Benefit Fund," and steps were taken to establish other funds, in memory of former principals Crosby and Hagar. The total amount of money now available is about \$1,000. The principal will gladly receive and credit to any of the above



funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$4 each, per week. A record of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

### **Promptness and Punctuality.**

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismission. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must, of necessity, assume responsibility for the conduct of the young women thus placed in their charge

in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered unsuitable in a well-regulated dormitory.

6. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

### **Employment for Graduates.**

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute not more than one-half of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. This school does not undertake to guarantee positions to its students, but it is a fact that promising graduates are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He is also glad to be informed as to the degree of success which has attended the efforts of former students.

### **Scholarships for Graduates.**

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

### **Notices to School Officials.**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its class rooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon, except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate of the fact of graduation. Since January 1, 1900, all students who have left the school by reason of graduation, or otherwise in good standing, possess a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

#### IN MEMORIAM.

##### **Dr. Richard G. Edwards.**

Departed this life on the 7th of March, 1908, Richard Edwards, the first principal of the State Normal School at Salem, Massachusetts.

Dr. Edwards's official connection with this school covered the brief period of three years, from 1854 to 1857. His eminent fitness for the work of organization and his untiring energy and enthusiasm were potent factors of success, and secured at once for the school the confidence and support of the public and the cordial co-operation of faculty and students. A skillful and inspiring teacher, kindly and sympathetic in all the relations of school life, he is recalled with pride and affection by members of the early classes, who appreciate their privilege in having been his pupils.

His subsequent work was in the west, where he filled many positions of importance. From 1857 to 1862 he was principal of the St. Louis normal school, from 1862 to 1876 president of the Illinois State Normal Institute, and from 1887 to 1891 State superintendent of public instruction in Illinois. His revision of the school laws of that State and numerous addresses on the leading educational topics of the time are noteworthy

features of this period, while his personal interest and helpful words served both as counsel and as inspiration to hosts of young teachers, in whom he always took especial interest.

The story of Dr. Edwards's life shows a varied and interesting career. Born in Wales in 1822, the oldest of ten children, he came to this country in 1833 and lived for some years in Ohio. We next hear of him, in 1845, as a student in the Bridgewater Normal School; then as teacher of a country school in Hingham; and in 1848 as a recipient of the two degrees of civil engineer and bachelor of science at Rensselaer Polytechnic Institute, in Troy, N. Y. Then come five years of teaching in the Bridgewater Normal School and a year in Salem as principal of the Bowditch high school, during which time he is also an agent of the State Board of Education. His work in the west wins due recognition: from Harvard he receives the degree of master of arts in 1863, and in 1867 that of doctor of laws from a western college. In 1891 he is honored with the degree of doctor of divinity, for in other years than those named he has been variously occupied in the west as preacher, as instructor, as college president.

A strong character, a winning personality, it may well be said of him in his own words, spoken of the teacher who was to him the source of inspiration: "The great work which he did for us, and which we most highly value, is precisely that which cannot be represented in speech. That higher teaching was not conveyed in words, and words cannot impart it to others. If imparted at all, it must be by the sympathy of spirit with spirit."



**CONTRIBUTORS TO THE DECORATIONS OF THE BUILDING.**

The Commonwealth of Massachusetts.	The Class of January, 1897.
The Salem Normal Association.	The Class of June, 1897.
The Peabody Academy of Science.	The Class of 1898.
Mr. George R. Chapman.	The Class of 1899.
Richard Edwards, LL.D.	The Class of 1900.
Mrs. C. O. Hood.	The Class of 1901.
Mr. James F. Almy.	The Class of 1902.
Miss Annie M. Phelps.	The Class of 1903.
Mr. Ross Turner.	The Class of 1904.
Hon. Robert S. Rantoul.	The Class of 1905.
The Class of February, 1857.	The Class of 1906.
The Class of February, 1858.	The Class of 1907.
The Class of July, 1858.	The Class of 1908.
The Class of February, 1859.	The Class of 1909.
The Class of July, 1859.	The Class of 1910.
The Class of February, 1860.	The Model School Class of 1903.
The Class of July, 1861.	The Model School Class of 1904.
The Class of January, 1877.	Certain students and friends of Miss Elizabeth Weston.
The Class of January, 1883.	Certain students and friends of Miss Harriet D. Allen.
The Class of June, 1888.	Other teachers and graduates and others.
The Class of June, 1891.	
The Class of June, 1896.	

A pianola has been presented by the Glee Clubs of 1906-07 and 1907-08; a library of pianola music by the Glee Club of 1908-09.

The following citizens of Salem have generously contributed to the decorations of the schoolrooms in the practice school:—

Mrs. James F. Almy.	Mr. Frank A. Langmaid.
Mr. George A. Brown.	Mr. J. Henry Langmaid.
Mr. William O. Chapman.	Mr. Arthur L. Lougee.
Mr. Robin Damon.	Mr. William Messervey.
Mr. William H. Gove.	Mr. John M. Raymond.
Mr. George B. Harris.	Mr. Ira Vaughn.
Mrs. William M. Hill.	Mrs. Charles F. Whitney.



**CONTRIBUTORS TO THE LIBRARY.**

Generous contributions to the library have been made by

The Class of July, 1863.  
The Class of January, 1869.  
The Class of January, 1870.  
The Class of January, 1874.  
The Class of January, 1875.  
The Class of July, 1875.  
The Class of January, 1876.  
The Class of June, 1876.  
The Class of January, 1880.  
The Class of June, 1880.  
The Class of January, 1881.  
The Class of January, 1882.  
The Class of June, 1883.  
The Class of January, 1885.  
The Class of June, 1885.

The Class of January, 1886.  
The Class of June, 1886.  
The Class of January, 1887.  
The Class of January, 1889.  
The Class of January, 1890.  
The Class of January, 1891.  
The Class of January, 1892.  
The Class of June, 1892.  
The Class of June, 1894.  
Mrs. Thomas Hawken.  
Dr. John B. Peaslee.  
Dr. James L. Hill.  
Mr. Frederick W. Ried.  
Many teachers and others.

## REGISTER OF STUDENTS.

1908=1909.

**Graduates. — Class XCIV. — June 23, 1908.**

Alley, Evelyn Lewis, . . . . .	Gloucester.
Anderson, Lydia Christina, . . . . .	Everett.
Barrett, Katherine Estelle, . . . . .	Newburyport.
Bassett, Helen Gertrude, . . . . .	North Andover.
Batchelder, Elizabeth Annie, . . . . .	North Reading.
Batchelder, Ethel May, . . . . .	East Northwood, N. H.
Beloff, Olga, . . . . .	Amesbury.
Bjorklund, Sigrid Christine, . . . . .	Malden.
Brennan, Marion Eunice, . . . . .	Melrose.
Bucksey, Addie Margaret, . . . . .	Peabody.
Carleton, Avis, . . . . .	Beverly.
Chapman, Fred Allen, . . . . .	Salem.
Chase, Annie Mellissa, . . . . .	Beverly.
Cohane, Mary Alice, . . . . .	Salem.
Copland, Jenny Farquhar, . . . . .	West Somerville.
Corbin, Rosalind Fidelia, . . . . .	Everett.
Crocker, Ethel Florence, . . . . .	Malden.
Croscup, Abbie Mae, . . . . .	Malden.
Dalrymple, Ethel Rimmer, . . . . .	Marblehead.
Davidson, Florence, . . . . .	Salem.
Desmond, Eleanor Frances, . . . . .	Malden.
Dinan, Gertrude, . . . . .	Wakefield.
Dowling, Mary Teresa, . . . . .	Everett.
Durkee, Louise Maria, . . . . .	North Wilmington.
Field, Florence Emma, . . . . .	Winchester, N. H.
Fielder, Joyce Lisabel, . . . . .	Everett.
Fisher, Mildred Hodges, . . . . .	Cotuit.
FitzGerald, Irene Marie, . . . . .	Cambridge.
Flanders, Verna Belle, . . . . .	Lynn.
Grady, Ethel Maria, . . . . .	Lynn.
Hainsworth, Alice Sarah, . . . . .	North Andover.

Hamilton, Marion, . . . . .	Everett.
Hill, Louise Arvilla, . . . . .	Lynn.
Houghton, Gladys Isabel, . . . . .	North Andover.
Isaac, Millie Alice, . . . . .	Cambridge.
Kelley, Marguerite Loretta, . . . . .	Lynn.
Locke, Helen Ouida, . . . . .	Chelsea.
Marshall, Harriet Ferne, . . . . .	Gloucester.
McCabe, Annie Gertrude, . . . . .	Cambridge.
Merrill, Laura Elizabeth, . . . . .	Salem.
Merrill, Mildred Frances, . . . . .	West Somerville.
Moran, Agnes Louise, . . . . .	Cambridge.
Murray, Mary Catherine, . . . . .	Revere.
Musso, Florence Gertrude, . . . . .	West Lynn.
O'Brien, Eleanor Elizabeth, . . . . .	Cambridge.
Phillips, Lillie May, . . . . .	Nahant.
Ramsdell, Amy Frances, . . . . .	Beverly.
Rand, Ella Robens, . . . . .	Amesbury.
Rea, Bessie Eva, . . . . .	North Andover.
Rees, Ethel Emma, . . . . .	Lynn.
Remon, Marion Ella, . . . . .	Salem.
Reynolds, Katharine Elizabeth, . . . . .	Salem.
Ryan, Juliette Marie, . . . . .	Cambridge.
Saunders, Elspeth Cumberland, . . . . .	Andover.
Smith, Ethel Marion, . . . . .	Malden.
Walsh, Julia Anna, . . . . .	North Cambridge.
Walsh, Marie Theresa, . . . . .	Manchester.
Welch, Frances Elizabeth, . . . . .	West Somerville.
Wetmore, Mildred Alison, . . . . .	Essex.
White, Sybil Marion, . . . . .	West Lynn.

#### CERTIFICATES FOR ONE YEAR'S WORK.

Day, Mary Russell, . . . . .	Salem.
Bradstreet, Martha Eva, . . . . .	Beverly.
Morrow, Ethel Sargent, . . . . .	Salem.

#### Students in the Elementary Course.

##### SENIOR CLASS.

Armstrong, Elizabeth Baker, . . . . .	Malden.
Baker, Bessie Clark, . . . . .	Lynn.
Barrows, Grace Cowdery, . . . . .	South Royalton, Vt.

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Bartlett, Marion Louise, . . . .	Revere.
Berry, Elizabeth Cummings, . . . .	Malden.
Brooks, Anna Belle, . . . .	Peabody.
Brooks, Jennie Elizabeth, . . . .	Cambridge.
Brunton, Isabelle Macadam, . . . .	Somerville.
Bruorton, Annie Beryl, <sup>1</sup> . . . .	Reading.
Christie, Ruby Law, . . . .	Malden.
Clifford, Alice Martha, . . . .	Melrose.
Connell, Honora Agnes, . . . .	Cambridge.
Cooper, Annie Winifred, . . . .	Cambridge.
Curtis, Bessie Warren, . . . .	Boxford.
Cusick, Agnes Mary, . . . .	Pigeon Cove.
Dailey, Anna Elizabeth, . . . .	Cambridge.
Deane, Bertha Laura, . . . .	Salem.
Duane, Helen Frances, . . . .	Beverly.
Donohoe, Carolyn Louise, <sup>1</sup> . . . .	Lynn.
Duncan, Belle, . . . .	Malden.
Enlind, Anna Hildur, . . . .	Peabody.
Estes, Edith Marion, . . . .	Melrose.
Evans, Mary Abbie, . . . .	Rochester, N. H.
Fernald, Alice Hildreth, <sup>1</sup> . . . .	Reading.
Flagg, Catherine, . . . .	Swampscott.
Flynn, Mary Gray, . . . .	Lynn.
Foster, Ethel Morrison, . . . .	Melrose.
Foster, Helen Page, . . . .	Beverly.
Fuller, Martha Louise, . . . .	Danvers.
Gamboa, Angelica Mae, . . . .	South Hamilton.
Gaughan, Alice Winifred, <sup>1</sup> . . . .	Cambridge.
Grant, Pearl Arlene, . . . .	Haverhill.
Green, Elsie Cary, . . . .	Ipswich.
Harrington, Mary Rose, . . . .	North Cambridge.
Harris, Gertrude Trumbull, . . . .	Salem.
Hazelton, Una Lulu, <sup>2</sup> . . . .	Salem.
Hazen, Marguerite May, . . . .	Beverly.
Hutchinson, Frances Rita, . . . .	Peabody.
James, Ruth Katharine, . . . .	Salem.
Jansson, Victoria Heding, . . . .	Malden.
Johansen, Fannie Olena, <sup>1</sup> . . . .	Newburyport.
Kelley, Anna Louise, . . . .	Salem.
Lee, Helen Evans Williams, <sup>1</sup> . . . .	Chelsea.
Legro, Edna Somers, . . . .	Salem.

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<sup>1</sup> Three-years course.<sup>2</sup> Left before the end of the first half year.

Lundberg, Eleonora Fredericka,	.	.	Malden.
Mack, Helen Frances,	.	.	Salem.
MacRitchie, Angie May,	.	.	Everett.
Marshall, Mildred Josephine,	.	.	East Saugus.
McGrath, Mary Frances, <sup>1</sup>	.	.	Amesbury.
McKenzie, Edna Florence,	.	.	Northwood Ridge, N. H.
Metcalf, Florence Stearns,	.	.	Williston, Vt.
Millea, Anna Eileen,	.	.	Danvers.
Moodie, Ruth Margaret,	.	.	Newburyport.
Mülle, Laura Augusta,	.	.	Somerville.
Munsey, Norma,	.	.	Marblehead.
Nelligan, Grace Isabel, <sup>1</sup>	.	.	Cambridge.
O'Brien, Kathleen Holmes, <sup>1</sup>	.	.	Amesbury.
Obst, Mary Gertrude, <sup>1, 2</sup>	.	.	Cambridge.
O'Callaghan, Mary Anne, <sup>1, 2</sup>	.	.	North Cambridge.
O'Hara, Gertrude Regina,	.	.	Cambridge.
Oliver, Hazel Isabell, <sup>1</sup>	.	.	Wakefield.
Palmer, Clara Louise,	.	.	Everett.
Poor, Bertha Winifred,	.	.	Salem.
Powell, Jennie Loretta,	.	.	North Cambridge.
Sayre, Alice Frances,	.	.	Medford.
Smith, Edna Martha,	.	.	Cambridge.
Sperry, Bertha Mae,	.	.	Amesbury.
Spofford, Edna Noyes,	.	.	South Groveland.
Sullivan, Clare Margaret,	.	.	Cambridge.
Taylor, Bessie Cinderella,	.	.	West Peabody.
Vollor, Anna May,	.	.	Salem.
Ward, Mary Catherine,	.	.	Cambridge.
Williams, Alice Preston,	.	.	Beverly.
Wollahan, Helen Harrington,	.	.	Danvers.
Woods, Esther Jane,	.	.	Newburyport.
Wrigley, Walter Simeon,	.	.	North Andover.

## STUDENTS IN SECOND YEAR OF THREE-YEARS COURSE.

Better, Margaret May,	.	.	Revere.
Cunningham, Margaret Pauline, <sup>2</sup>	.	.	Gloucester.
DeLory, Isabel Olivia,	.	.	Swampscott.
Dempsey, Mary Louise,	.	.	Peabody.
Donovan, Mary Frances,	.	.	Salem.
Fox, Agnes Gertrude,	.	.	Salem.
Harney, Margaret Laurentia,	.	.	Lynn.

<sup>1</sup> Three-years course.<sup>2</sup> Left before the end of the first half year.



McNamara, Marietta Agnes, . . .	Cambridge.
Mulligan, Helen Marie, . . .	Salem.
Nelson, Marie Gertrude, <sup>1</sup> . . .	Gloucester.
O'Connor, Eleanor Spelman, . . .	Cambridge.
Powell, May Veronica, . . .	Malden.
Riley, Mary Elousie, . . .	Salem.
Robertson, Elizabeth Harriet, . . .	Beverly.
Thurston, Lura, . . .	Rockport.
Wallis, Edna Elizabeth, . . .	Rowley.
Weed, Hortense, . . .	North Sandwich, N. H.

## JUNIOR CLASS.

Barentzen, Olive Mary, . . .	Franklin Park.
Barnes, Charlotte, . . .	Chelsea.
Blood, Marion Helena, . . .	Derry, N. H.
Boyd, Grace Gladys, . . .	Beverly.
Burnham, Alice Stacy, . . .	Beverly.
Butterfield, Marion Ascenath, . . .	Malden.
Cahill, Elizabeth Cecelia, . . .	Danvers.
Carroll, Margaret Mary, . . .	Cambridge.
Corson, Murle Augusta, . . .	Salem.
Cotter, Chester, . . .	Rowley.
Coyne, Jane Agatha, . . .	Andover.
Coyne, Sarah Stanislaus, . . .	Somerville.
Crosby, Mildred Parker, . . .	Groveland.
Dempsey, Katharine Louise, <sup>1</sup> . . .	Boston.
Edgecomb, Elva Dawn, . . .	Salem.
Fay, Josephine Louise, . . .	Jericho, Vt.
FitzHugh, Lena Grayson, . . .	Amesbury.
Flanders, Leona, . . .	Malden.
Fowler, Maude Anna, . . .	Lynn.
Gardner, Laura Alston, . . .	Everett.
Gardner, Marion Warren, . . .	Danvers.
Gilmore, Mary Elizabeth, . . .	Peabody.
Healy, Alice Jeanette, . . .	Chelsea.
Houghton, Lucy Forbush, . . .	North Andover.
Hutchins, Susie Blanche, . . .	Union, N. H.
Johnson, Helen Louise, . . .	Lynn.
Jones, Agnes Marian, . . .	Chelsea.
Keating, Mary Veronica, . . .	Salem.
Kelley, Florence Gardelena, . . .	Wakefield.

<sup>1</sup> Left before the end of the first half year.

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Kimball, Alice Belle, <sup>1</sup>	.	.	.	.	Bradford.
King, Mabel Disa,	.	.	.	.	Bradford.
Kinnear, Margaret A. W.,	.	.	.	.	Salem.
Krashin, Walter, <sup>1</sup>	.	.	.	.	Roxbury Crossing.
Laskey, Adelaide Mary,	.	.	.	.	Malden.
Lord, Marian Dean,	.	.	.	.	Harrington, Me.
Loring, Marion Alice,	.	.	.	.	Groveland.
Maguire, Marion,	.	.	.	.	Salem.
Merritt, Ruth Breed,	.	.	.	.	Danvers.
Moody, Edna Gertrude, <sup>1</sup>	.	.	.	.	Everett.
Moran, Mabel May,	.	.	.	.	Lynn.
Murphy, Gertrude Agatha,	.	.	.	.	Cambridge.
Nelson, Elizabeth Kristina Louise,	.	.	.	.	Beverly.
Newcomb, Marion Faustina,	.	.	.	.	Swampscott.
O'Neill, Edna Gertrude,	.	.	.	.	Lynn.
O'Neil, Loretto Magdalen,	.	.	.	.	Malden.
Patch, Marion Elizabeth,	.	.	.	.	Lynn.
Perry, Dorothy,	.	.	.	.	Revere.
Pierce, Lilian Mae,	.	.	.	.	Lynn.
Pulsifer, Helen Marks,	.	.	.	.	Salem.
Riley, Marguerite Rose,	.	.	.	.	Melrose.
Sawin, Christabel Elissa,	.	.	.	.	Everett.
Sawin, Harriett Josephine,	.	.	.	.	Everett.
Shannon, Mabel Elizabeth,	.	.	.	.	Lynn.
Shortell, Mary Beatrice,	.	.	.	.	Salem.
Stack, Mary Lillian,	.	.	.	.	Andover.
Stearns, Helen Isabelle,	.	.	.	.	West Somerville.
Stratton, Lucy Marie,	.	.	.	.	Malden.
Swanson, Fanny Amelia,	.	.	.	.	Pigeon Cove.
Tucker, Ruth Elizabeth,	.	.	.	.	Somerville.
Tweeddale, Ruth Barbour, <sup>1</sup>	.	.	.	.	Lynn.
Walker, Eleanor Elizabeth,	.	.	.	.	West Lynn.
Ward, Gertrude Beatrice,	.	.	.	.	Beachmont.
Wass, Edith Adelaide, <sup>1</sup>	.	.	.	.	Salem.
Welch, Irene Marie,	.	.	.	.	Lynn.
Weston, Martha Mary,	.	.	.	.	Essex.
Wildes, Mary Aloysia,	.	.	.	.	Lynn.
Wildes, Mildred F.,	.	.	.	.	Topsfield.

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<sup>1</sup> Left before the end of the first half year.

## STUDENTS IN FIRST YEAR OF THREE-YEARS COURSE.

Allen, Pansy Edna, . . . . .	Saugus.
Beadle, Helen Josephine, . . . . .	Groveland.
Chapman, Maud Ethel, . . . . .	Melrose.
Cohen, Rachelle Ruth, . . . . .	Chelsea.
Cotton, Edith Frances, . . . . .	Malden.
Devlin, Helen Madeline, . . . . .	Stoneham.
Eames, Hilda Weston, . . . . .	North Reading.
Granfield, Susie Frances, . . . . .	Reading.
Harrigan, Frances Agnes, . . . . .	Danvers.
Harris, Daisy, . . . . .	Saugus.
Israelite, Anna Bessie, . . . . .	Chelsea.
Jenkins, Lena, . . . . .	Ipswich.
Knox, Evelyn May, . . . . .	Saugus.
McMurray, Jane, . . . . .	East Boston.
O'Rourke, Annette Camba, . . . . .	Peabody.
Quinn, Alice Irene, . . . . .	Swampscott.
Roche, Elizabeth Constance, . . . . .	Salem.
Shea, Grace Elizabeth, . . . . .	Salem.
Sidmore, Grace Merrill, . . . . .	Danvers.
Thorp, Clara Frances, . . . . .	Malden.

## SPECIAL STUDENTS, ONE-YEAR COURSE.

Austin, Edith Pearle, . . . . .	Lynn.
Bullard, Ruth Augusta, . . . . .	Burlington, Vt.
Hartshorn, Caroline Sibley, <sup>1</sup> . . . . .	Dorchester.
Hinchcliffe, Bertha Elizabeth, . . . . .	Stoneham.
Jones, Mercy, . . . . .	Brookline.
Lewis, Ada Snow, . . . . .	Somerville.

**Students in the Commercial Course.**

## JUNIOR CLASS.

Bagley, Marion Brooks, . . . . .	Peabody.
Bragdon, Ethel Coffin, <sup>1</sup> . . . . .	Danvers.
Bruce, Helen, . . . . .	Rockport.
Burke, Bertha Mae, . . . . .	Rowley.
Cardwell, Nelson Henry, . . . . .	Springfield.
Damon, Gladys, . . . . .	Danvers.
Daverin, Maude Burbank, . . . . .	Dalton.

<sup>1</sup> Left before the end of the first half year.

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Davis, Augusta Louise, . . . .	Amesbury.
Day, Mary Ellen, . . . .	Salem.
Dean, Helen, . . . .	Salem.
Dodge, Mary Prince, . . . .	Manchester.
Dennis, Mabelle Douglass, . . . .	Revere.
Fielding, May, . . . .	Danvers.
Fitzgerald, Edwina Frances, . . . .	Revere.
Flynn, Catherine Marie, . . . .	Salem.
Giles, Martelle Elsie, . . . .	Salem.
Gould, Mary Gertrude, . . . .	Danvers.
Healy, Agnes Leona, . . . .	Danvers.
Hickey, Florence Augusta, . . . .	Wakefield.
Ivers, Mabel Florence, . . . .	Salem.
Keith, Nelly Doris, . . . .	Salem.
Kennedy, Abbie Jones, . . . .	Danvers.
Martin, John Edward, . . . .	West Peabody.
Moody, Pauline Francis, <sup>1</sup> . . . .	Lynn.
Mullen, Annie Maude, . . . .	Rowley.
Mulligan, Nellie Elizabeth, . . . .	Salem.
Oliver, Warren Walton, . . . .	Wakefield.
Pearson, Signe Hilda, . . . .	Lynn.
Roche, Anna Theodora, . . . .	Salem.
Slade, Madeleine Louise, . . . .	Danvers.
Standley, Ethel Frances, . . . .	Manchester.
Sullivan, Helen Frances, <sup>1</sup> . . . .	Salem.
Sullivan, Nellie Agnes, <sup>1</sup> . . . .	Lynn.
Tuxbury, Ruby Louise, . . . .	Amesbury.
Wilbur, Lawrence Winton, . . . .	North Raynham.

## STUDENTS IN FIRST YEAR OF THREE-YEARS COURSE.

Chisholm, Marguerite Agnes, . . . .	Ipswich.
Flaherty, Mary Aloysie, . . . .	Salem.
Hornstein, Dora, . . . .	Chelsea.
Managhan, Eliza Agnes, . . . .	Amesbury.
Tassinari, Emma Madelene, . . . .	Salem.
Turbett, Alice Rose, . . . .	Salem.

## SPECIAL STUDENTS, ONE-YEAR COURSE.

Barrett, Katherine Estelle, . . . .	Newburyport.
Batchelder, Elizabeth Annie, . . . .	North Reading.
Burnham, Bertha Williams, . . . .	Old Town, Me.

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<sup>1</sup> Left before the end of the first half year.

Bucksey, Addie Margaret,	.	.	.	Peabody.
Campbell, Elinor Stark,	.	.	.	North Reading.
Cohane, Mary Alice,	.	.	.	Salem.
Corey, Marian Annetta,	.	.	.	Amesbury.
Elliott, Marion Porter,	.	.	.	Danvers.
Flanders, Verna Belle,	.	.	.	Lynn.
King, Emma Helena,	.	.	.	East Boston.
Krieger, Jennie,	.	.	.	Salem.
Lowe, Bertha Esther,	.	.	.	Lynn.
Merrill, Mildred Frances,	.	.	.	West Somerville.
Randall, Ruth Alice,	.	.	.	Athol.
Rees, Ethel Emma,	.	.	.	Lynn.
Remon, Marion Ella,	.	.	.	Salem.
Ryan, Juliette Marie,	.	.	.	Cambridge.
Shepard, Mary Estelle,	.	.	.	Walpole.
Skinner, Helen Choate,	.	.	.	Lynn.
Smith, Ethel Marion,	.	.	.	Malden.
Wetmore, Mildred Alison,	.	.	.	Essex.
Wightman, Lucy A., <sup>1</sup>	.	.	.	Malden.
Woodbury, Bessie Sweetser,	.	.	.	Gloucester.

### Summary.

Students of the elementary course,	.	.	.	.	.	180
Special students, elementary course,	.	.	.	.	.	6
Students of the commercial course,	.	.	.	.	.	41
Special students, commercial course,	.	.	.	.	.	23
						250

Whole number of students from opening of school,	.	.	.	.	5,675
Whole number of graduates,	.	.	.	.	2,992
Number of certificates for one year's work,	.	.	.	.	51

<sup>1</sup> Left before the end of the first half year.





**Certificate Required for Admission to a Preliminary Examination.**

\_\_\_\_\_ 1909.

\_\_\_\_\_ has been a pupil in the \_\_\_\_\_ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof:—

Group II. \_\_\_\_\_ Group IV. \_\_\_\_\_

Group III. \_\_\_\_\_ Group V. \_\_\_\_\_

Signature of principal or teacher, \_\_\_\_\_

Address, \_\_\_\_\_

.....

**Certificate of Graduation and Good Character.**

THIS IS TO CERTIFY THAT M \_\_\_\_\_

is a regular graduate of a four years' course of the \_\_\_\_\_

\_\_\_\_\_ High School, and that, to the best of my knowledge and belief, \_\_\_\_\_ he is a person of good moral character.

\_\_\_\_\_ *Principal.*

\_\_\_\_\_ 1909.



UNIVERSITY OF ILLINOIS

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PRESIDENT'S OFFICE





STATE NORMAL SCHOOL  
ALEM MASSACHUSETTS



FIFTY-SIXTH YEAR

1909-1910







STATE NORMAL SCHOOL--SALEM, MASS.

THE  
UNIVERSITY OF VERMONT  
1878

# STATE NORMAL SCHOOL SALEM MASSACHUSETTS



FIFTY-SIXTH YEAR

1909-1910



APPROVED BY  
THE STATE BOARD OF PUBLICATION.

## STATE BOARD OF EDUCATION.

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	TERM EXPIRES
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PAUL H. HANUS, LL.D., . . . . Cambridge, . . . .	1911.
LEVI L. CONANT, Ph.D., . . . . Worcester, . . . .	1911.
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SARAH LOUISE ARNOLD, A.M., . . . . Newton, . . . .	1912.
SIMEON B. CHASE, . . . . Fall River, . . . .	1912.
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FREDERICK W. HAMILTON, D.D., LL.D., . . . . Tufts College, . . . .	1913.
ELLA LYMAN CABOT, . . . . Boston, . . . .	1913.

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### Officers of the Board.

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ELLA LYMAN CABOT, Clerk.  
GEORGE H. MARTIN, Treasurer.

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### Commissioner of Education.

DAVID SNEDDEN, Ph.D

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JAMES W. MACDONALD, A.M., . . . .	Stoneham.
FREDERIC L. BURNHAM, . . . .	Cambridge.
FRANK WALDO, . . . .	Boston.

## INSTRUCTORS.

### The Normal School.

JOSEPH ASBURY PITMAN, . . . . .	PRINCIPAL.
Theory and Practice of Teaching, History of Education.	
HARRIET LAURA MARTIN, . . . . .	Algebra, Geometry, Latin.
JESSIE PUTNAM LEAROYD, . . . . .	English.
CHARLES FREDERICK WHITNEY, . . . . .	Manual Arts.
MARY ALICE WARREN, . . . . .	Physiology, Physical Training, Nature Study, Gardening.
GERTRUDE BROWN GOLDSMITH, A.B., . . . . .	Psychology, Zoölogy, Botany.
FRANCES BOUTELLE DEANE, . . . . .	United States History, Civics, History of Com- merce. Librarian.
HELEN HOOD ROGERS, . . . . .	Reading, Physical Training.
CASSIE LUCRETIA PAINE, <sup>1</sup> . . . . .	Supervisor of Practice Teaching. Child Study.
FRED WILLIS ARCHIBALD, . . . . .	Music.
HARRIET EMMA PEET, . . . . .	Literature, Arithmetic.
LOUISE CAROLINE WELLMAN, . . . . .	Secretary. Typewriting.
SUMNER WEBSTER CUSHING, S.B., . . . . .	Geography, Physiography, Economic Geography.
FREDERICK WALTER RIED, . . . . .	Manual Training.
ARTHUR JOHN MEREDITH, Ph.B., . . . . .	Bookkeeping, Commercial Law, Economics.
MARY LOUISE SMITH, A.B., . . . . .	Shorthand, Typewriting, Com- mercial Correspondence.
CLARA ELLEN TOWNSEND, Ph.B., . . . . .	Shorthand, Arithmetic, Penmanship.
CHARLES ELMER DONER, . . . . .	Penmanship.
MAY HEATH NOYES, . . . . .	Kindergarten Methods.
WALTER GEORGE WHITMAN, A.M., . . . . .	Physics, Chemistry, Physiography.

### Training Department.

#### The Practice School.

HERBERT LESLIE RAND, Principal, . . . . .	Grade Eight. Gardening.
MAUD SARAH WHEELER, . . . . .	Grade Seven. Sewing.
MARJORIE HUSE, . . . . .	Grade Six. Sewing.
BESSIE JORDAN WELCH, . . . . .	Grade Five. Sewing.
SALLMAE MERRILL DENNETT, . . . . .	Grade Four.
MARY ELIZABETH JAMES, . . . . .	Grade Three.
BERTHA LOUISA CARPENTER, . . . . .	Grade Two.
GERTRUDE MARCH, . . . . .	Grade One.
MAY HEATH NOYES, . . . . .	Kindergarten.

<sup>1</sup> Absent on leave; MABEL LUCILE HOBBS, substitute, 1909-1910..

**The Bertram School.**

ELIZA CLARA ALLEN,	.	.	.	.	.	Grades Three and Four.
SUSAN ELLEN ROPES,	.	.	.	.	.	. Grade Two.
MILDRED MAY MOSES,	.	.	.	.	.	. Grade One.
ALICE MARTHA WYMAN,	.	.	.	.	.	Kindergarten.

**The Farms School, Marblehead.**

GERTRUDE E. RICHARDSON,	.	.	.	.	.	Ungraded.
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The necessary opportunity for observation and practice teaching for students in the commercial department is afforded in the Salem Commercial School and the Salem High School.

## OFFICERS OF THE SALEM NORMAL ASSOCIATION.

### 1907-1910.

MISS HARRIET L. MARTIN, Salem (Class XXIII.),	President.
MRS. ABBIE RICHARDSON HOOD, Beverly (Class LVII.),	Vice-President.
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### Officers, Senior Class.

GERTRUDE B. WARD,	President.
MARGARET M. CARROLL,	Vice-President.
MADELEINE L. SLADE,	Secretary.
LAWRENCE W. WILBUR,	Treasurer.

### Members of the School Council.

J. ASBURY PITMAN,	} Faculty.
HARRIET L. MARTIN,	
HARRIET E. PEET,	
GERTRUDE B. WARD,	} Senior Class.
DOROTHY PERRY,	
NELLIE E. MULLIGAN,	
MARGARET S. SIMONDS,	} Junior Class.
ETHEL M. POOR,	
MAUDE W. NELSON,	

<sup>1</sup> Resigned.

<sup>2</sup> Died September, 1908.



## CALENDAR FOR 1910-1911.

### Spring Recess.

From close of school on Saturday, February 26, 1910, to Tuesday, March 8, 1910, at 9.20 A.M.

From close of school on Saturday, April 30, 1910, to Tuesday, May 10, 1910, at 9.20 A.M.

### Graduation.

Tuesday, June 21, 1910, at 10.30 A.M.

### First Entrance Examinations.

Thursday, June 23, 1910.<sup>1</sup>

8.30-9.30 A.M. — Registration.

9.30-11.30 A.M. — Group I.

11.30 A.M.-12.30 P.M. — Group III.

2-4 P.M. — Group IV.

Friday, June 24, 1910.<sup>1</sup>

8.30-9.30 A.M. — Registration.

9.30-11.30 A.M. — Group II.<sup>2</sup>

11.30 A.M.-12.30 P.M. — Group V.

9.30-11 A.M. — Group VI. (a).

11 A.M.-12.30 P.M. — Group VI. (b and c).

1.30-2.30 P.M. — Group VI. (d).

2.30-3.30 P.M. — Group VI. (e).

3.30-4.30 P.M. — Group VI. (f).

Saturday, June 25, 1910.

Eighteenth Triennial Convention of the Salem Normal Association.

### Second Entrance Examinations.

Tuesday and Wednesday, September 6 and 7, 1910.

(Hours and order as above.)

<sup>1</sup> Individual examinations in reading will be given throughout the day.

<sup>2</sup> Candidates who have conflicts between Groups II. and VI. may arrange, in advance, for an examination in Group II. on Thursday.

### **Beginning of School Year.**

Thursday, September 8, 1910, at 9.20 A.M.

### **Thanksgiving Recess.**

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

### **Christmas Recess.**

From close of school on Thursday, December 22, 1910, to Tuesday, January 3, 1911, at 9.20 A.M.

### **Beginning of Second Half-year.**

Tuesday, January 31, 1911.

### **Spring Recess.**

From close of school on Saturday, February 25, 1911, to Tuesday, March 7, 1911, at 9.20 A.M.

From close of school on Saturday, April 29, 1911, to Tuesday, May 9, 1911, at 9.20 A.M.

### **Graduation.**

Tuesday, June 20, 1911, at 10.30 A.M.

### **First Entrance Examinations.**

Thursday and Friday, June 22 and 23, 1911.

(Hours and order as above.)

### **Second Entrance Examinations.**

Tuesday and Wednesday, September 5 and 6, 1911.

(Hours and order as above.)

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NOTE. — The daily sessions of the school are from 9.20 to 12.30 and from 1.30 to 3 o'clock. The regular weekly holiday is on MONDAY, but the practice schools conform to the rules governing the other public schools in Salem, and have their holiday on SATURDAY.

The telephone call of the school is "Salem, 375."

The principal's residence is at 260 Lafayette Street, and his telephone call is 149-1.

# STATE NORMAL SCHOOL,

SALEM, MASSACHUSETTS.

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## AIMS AND PURPOSES.

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore, no student may be admitted to or retained in the school, who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all practical teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, and to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of real service.

## ADMISSION.

### General Requirements.

Candidates for admission must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years, and they must declare their intention to teach, and to complete the course of study if possible. Their fitness for admission will be determined:—

- (1) By their standing in a physical examination.
- (2) By their moral character.
- (3) By their high school record.
- (4) (a) By certificate or (b) By written examination.
- (5) By an oral examination.

### (1) PHYSICAL EXAMINATION.

The State Board of Education adopted the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

A certificate of good health, signed by a physician, must be presented by every candidate for admission to the school.

### (2) MORAL CHARACTER.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

### (3) HIGH SCHOOL RECORD.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal*

*schools with complete records of the high school standing of all candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

#### (4a) ADMISSION ON CERTIFICATE.

At the regular meeting of the Board of Education held on May 2, 1907, the following votes were passed:—

College graduates may be admitted to the State normal schools without examination, and may receive a diploma after satisfactorily completing a course of one year, requiring at least twenty recitation periods per week and including the advanced pedagogy and practice of the senior year.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

High schools desiring this approval should correspond with the State Commissioner of Education.

French may be taken in the preliminary examinations.

Blank forms for certificates may be obtained at the office of the State Board of Education, Room 303, Ford Building, Boston, or at the school.

#### (4b) WRITTEN EXAMINATION.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each



of groups III. and V. (*five papers with a maximum time allowance of eight hours*):—

I. *Language*. — (a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics*. — (a) Algebra and (b) plane geometry.

III. *United States History*.<sup>1</sup> — The history and civil governments of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science*. — (a)<sup>1</sup> Physiology and hygiene, and (b) and (c) any two of the following, — physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music*. — (a) Elementary mechanical and freehand drawing with any one of the topics, — form, color and arrangement, and (b) music.

VI. *Commercial Subjects*. — (See page 40.)

#### (5) ORAL EXAMINATION.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as to give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

#### **General Requirements in English for All Examinations.**

*No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.*

<sup>1</sup> No substitute will be accepted.

## Special Directions for Written Examinations.

### Group I. — *Language.*

(a) *English.* — The subjects of the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1909–1911 is as follows: —

Shakespeare's *Macbeth*; Milton's *Minor Poems*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover (1) whether the student has acquired good habits of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

(b) *Either Latin or French.* — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

### Group II. — *Mathematics.*

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such

work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

### *Group III. — United States History.*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised — also in English history so far as this history bears conspicuously on that of the United States.

A course in history and civics in the senior year in the high school is strongly recommended.

### *Group IV. — Science.*

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use. A course of at least a half-year in the high school is advised.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany and Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

*Group V. — Drawing and Music.*

(a) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, — including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, chromatics, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or time phrases sung or played.

*Group VI. — Commercial Subjects.*<sup>1</sup>

**Division of Examinations.**

Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, *each group to be presented in full*: —

- I.<sup>2</sup> French.
- II. Mathematics.
- III. United States history.
- IV. Science.
- V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at end of this catalogue.)

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between

<sup>1</sup> See p. 40.

<sup>2</sup> The group known as *I. Language* must be reserved for the final examinations, with the exception of French, as indicated above. It will doubtless be found generally advisable in practice that the group known as *IV. Science* should also be reserved.



June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

### **Equivalents.**

Persons desiring to enter the school, whose course of study has been equivalent to, but not identical with, the requirements for admission, are advised to correspond with the principal. Each case will be considered upon its merits, and in deciding the question of admission there will be a serious effort to give all the credit that is due. Experience in teaching, according to its amount and kind, is regarded as very valuable.

### **Students from outside the State.**

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be admitted as students on payment of fifty dollars per year, of which sum one-half is payable at the beginning of the year, and the other half at the middle of the year. This applies to all courses.

### **Special Students.**

College graduates, graduates of normal schools, and other persons of suitable attainments, including those who have had considerable experience in teaching, may, by arrangement with the principal, select a year's work from the regular program of the elementary course. If this work embraces not less than twenty recitation periods per week of prepared work, and includes the course in pedagogy and practice teaching, the student will receive a certificate for the same upon its satisfactory completion.

Advanced students are also admitted to elective courses in the commercial department.

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in desiring to enter the school is required, and those who do not intend to remain at least a full year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal



culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from a half year's work. Some of our most earnest students have been of this class. The school is also open to teachers who desire to enter existing classes on Saturdays. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.

### ELEMENTARY COURSE OF STUDY.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic, algebra and plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, physiography, botany, zoölogy, geography, physiology and hygiene, nature study, gardening.

(e) Drawing; manual training; vocal music; physical training; penmanship.

II. (a) The study of man, body and mind, with reference to the principles of education; the application of these principles in

school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in teaching:

The time required for the completion of this course depends entirely upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years is insisted upon. A diploma is given when the course is satisfactorily completed.

### CONDITIONS OF GRADUATION.

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. While the fact is recognized that predictions regarding the success or failure of normal school students as teachers always involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the application of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the standpoint of personality.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

### THE MODEL AND PRACTICE DEPARTMENT.

Mr. RAND, Principal; Miss PAINE,<sup>1</sup> Supervisor of Practice Teaching.

In co-operation with the school committee of the city of Salem, the State normal school maintains in its building a complete system of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes kindergarten and primary classes in the Bertram

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<sup>1</sup> Miss Hobbs, substitute, 1909-1910.



MODEL RURAL SCHOOL.







BERTRAM PRACTICE SCHOOL.





school building and a model ungraded school in Marblehead. The teachers are nominated by the principal of the normal school, and they are elected by the school committee. The assignment of pupils is in the hands of the local authorities, so that the children do not constitute a picked company.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they be kept at a reasonable size: The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory in which the normal school students are taught. In the model and practice school located in the normal school building, a large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it easy to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service.

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergartens, and all members of the senior class are required to take a short course in the theory and methods of the kindergarten and its relations to the rest of the elementary school system. Arrangements have also been made for the seniors to gain a limited amount of experience in teaching in the upper grades of the Pickering grammar school in this city.

## ELEMENTARY COURSE.

Junior Year.		Periods Weekly.
Language and grammar, . . . . .		2
Literature, . . . . .		2
Reading, . . . . .		1
Geometry, { half year each, . . . . .		3
Algebra, {		
Psychology, . . . . .		2
Zoölogy, { half year each, . . . . .		3
Botany, {		
Chemistry, { half year each, . . . . .		3
Physics, {		
Physiography, . . . . .		2
Drawing, . . . . .		2
Penmanship, . . . . .		1
Manual training, . . . . .		1
Music, . . . . .		2
Gymnastics, <sup>1</sup> . . . . .		2
		26

Senior Year.		Periods Weekly.
Pedagogy, . . . . .		2
Child study, . . . . .		
Kindergarten methods, { 9 weeks each, . . . . .		<sup>2</sup> 2
Language and grammar, . . . . .		2
Literature, . . . . .		1
Reading, . . . . .		2
History, . . . . .		3
Geography, . . . . .		3
Numbers and arithmetic, . . . . .		2
Nature study and physiology, . . . . .		2
Drawing, . . . . .		2
Penmanship, . . . . .		1
Manual training, . . . . .		1
Music, . . . . .		2
Gymnastics, <sup>1</sup> . . . . .		2
		25

<sup>1</sup> In order that the health of the students in the normal schools may remain unimpaired throughout their course, and that the graduates may be prepared to care for the physical culture of pupils in their own schools, the Board of Education has voted that at least two hours a week of class work in physical training be required of all students in the normal schools throughout their course.

<sup>2</sup> During the period spent in the practice schools.

## AIM AND SCOPE OF THE COURSE OF STUDY.

### English Language.

Miss LEAROLD.

The study of language is continued throughout the two years. As the students come from many different schools, their preparation is varied. It is therefore necessary during the first year to consider the essential qualities of language, in order to lay a uniform foundation for the intelligent discussion of the work in language in the lower grades.

The subjects taken are considered chiefly from the standpoint of the teacher. Suggestions are given for planning and presenting subjects to a class, and opportunity is given for practice before the normal school class. Frequent oral and written criticisms are required. The students are expected gradually to assume the responsibility of the work in the classroom.

As far as possible, the work in English is associated with that in other branches, and the student is made to feel the importance of a skilful use of language both in speech and in writing. Those who are especially deficient in knowledge or in practice are expected to give the subject extra attention.

In the second year the teaching of English is considered. Good books on the subject are read by the class, for the purpose of gaining a high ideal and inspiration for the work. A course of study in general language work is suggested, to be used as a basis for class discussion and as a guide for individual work in planning different types of lessons. The best order of topics in grammar is considered, and exercises are planned and given.

The observation of the work in the practice school serves to emphasize and illustrate points discussed.

### Literature.

Miss PEET.

*Junior year.* — The work of the junior year in literature consists of two courses. The first half-year is devoted to the study of American literature; the second half to studies in literature for children.

The course in American literature covers the beginning of literature in this country; the colonial period; the national

awakening; the New York school; the New England writers; and the authors of the north and west. It aims not only for appreciation of our authors and their works, and a knowledge of the development of literature, but for that which is also essential for students who are to become teachers, — ability to interpret literature to others.

The course in literature for children covers: first, methods of teaching literature and reading in the grammar school; and second, studies in literature for children under such topics as: the ballad, the epic, the drama, Greek hero tales, the King Arthur Legends, Robin Hood, Tales of the Wayside Inn, home reading for children, the course of study in the grammar school. The course aims to make the students familiar with literature for children, and to prepare them for their work in the practice school during their senior year.

*Senior year.* — The aim of the work in literature for the senior year is largely cultural. Such masterpieces of English literature are studied as will tend to promote breadth of view and catholicity of taste. The work covers: first, studies in narrative and dramatic literature of the following forms, — the ballad, the epic, the drama, the idyl, the romance, the novel, and the short story; second, studies in reflective and lyrical literature, — the song, the sonnet, the ode and the essay; and third, a brief survey of the historical periods of literature.

### **Reading.**

MISS ROGERS.

During the junior year selections from standard authors are studied and read orally. Three purposes are kept in view: to develop the power of getting the thought of an author, to create a desire to reveal it to others, and to acquire skill in its expression.

In the senior year attention is centered upon the pedagogical aspect of the subject. Methods of teaching reading in public schools, literature for children, story-telling, and dramatization are some of the subjects considered. The aim is to give students a working knowledge of the whole subject, and to arouse the feeling that their work as teachers of reading is incomplete unless



their pupils have not only power to read fluently, but also a taste for good books.

### Elementary Latin.

Miss MARTIN.

The modern idea of gaining the much-needed additional time for Latin in the public schools by extending the course downward into the grades is both a natural and a reasonable one; and the introduction of this study into the last year of the grammar school curriculum has been carried into effect in many representative schools. It is fitting that the normal school take note of this fact, and provide means for training such of its students as may desire to prepare themselves for work in this line.

In accordance with this view, a class has been organized for the consideration of methods of teaching the "beginner's Latin." Membership is optional. The class is open to special students, and to students of the second or third year whose general standing warrants their undertaking the additional work.

In the weekly recitation period the ultimate purpose of the study of Latin is noted, the results to be secured in the first year's work are made clear, and the means of attaining these results receive full discussion. The importance of *drill* is easily apparent; indeed, the work of the teacher of first-year Latin may almost be summed up in that word. Hence the necessity of a thorough discussion of the various modes of drill calculated to secure the desired results, viz., the gaining of a vocabulary, the mastery of forms and the acquisition of the more important principles of syntax. Various devices and aids, in the shape of drill cards, drill books, etc., are provided, and these are carefully examined and discussed.

The leading modern text-books covering first-year work are at hand, and detailed study is made of the different types. Enough lessons are worked out in each book to bring the student-teacher into sympathy with the spirit of the book, and give him an intelligent appreciation of the author's method. The more difficult forms and constructions receive special attention, and the comparative method of study rendered possible by the number of different text-books available is emphasized throughout the course.

### **Arithmetic.**

Miss PEET.

There is an arithmetic of books and one of actual concrete situations in life. When the first is taught to the exclusion of the latter, the pupil has but a poor incentive for the study, and gains but little ability in the application of his knowledge. To avoid the narrowness of such a training the arithmetic is brought into contact with the activities of the student. It is based upon manual training, nature study, geography, and other interests of the school, home and community life. The work with the training class covers the senior year. During the first half of the year the class discusses the principles underlying the number work of the primary school and works out their application through teaching exercises. During the second half of the year the class reviews advanced arithmetic and develops methods of teaching it. Books are used for reference, but the endeavor here, as elsewhere, is to find the arithmetic of the actual office, shop and home.

### **Geometry.**

Miss MARTIN.

The course is planned to include (1) a review of demonstrative geometry and (2) a detailed study of concrete or observational geometry. The two are carried along together.

In the demonstrative work special attention is given to securing exactness in reasoning and in expression and to helping students towards that mastery of the subject which may reasonably be expected of teachers in the elementary schools. In this connection the origin and development of the science are made a matter of study, and the scope and plan of the ordinary textbook in geometry are noted. The general object in this part of the work is to confirm and supplement and make exact the student's knowledge, to broaden his outlook, arouse fresh interest, and awaken a sense of the teacher's responsibility towards the subject.

The course in concrete geometry develops the elementary definitions, and such of the simpler truths of the science as lend themselves to objective treatment. A topical outline in the hands

of students furnishes a basis for discussion of methods of work and the selection and arrangement of material. The leading text-books in this department are reviewed, and to some extent practically tested. Laboratory work and field work are prominent features. The general aim is to put students in possession of approved methods of teaching in elementary schools those parts of geometry which by general consent are adapted therefor.

### **Algebra.**

Miss MARTIN.

The general purpose is to review and supplement the student's knowledge of the subject-matter, and to establish clear and simple methods of teaching the more elementary topics. This involves (1) a thorough study of the processes underlying the solution of simple equations and the simpler forms of quadratics, (2) the discussion of methods of solution of equations of these types, and (3) the discussion of problems involving such equations, together with devices for making real to a class of beginners the conditions of a problem. The aim is to develop facility in algebraic operations, to give an intelligent grasp of the subject-matter, and to form the habit of regarding it from the teacher's point of view.

### **Psychology.**

Miss GOLDSMITH.

The course in psychology extends throughout the junior year. The aim is to secure a clear understanding of the fundamental laws which govern mental activity, as well as to develop a larger sympathy with human life as a whole and an appreciation of the conditions existing in immature minds. Careful attention is given to the processes by means of which knowledge is acquired and elaborated, the sources of knowledge, both general and psychological, and the function and development of the mental faculties. Since the work is intended to be of practical value rather than of merely theoretical interest, illustrations and applications are demanded throughout the course.

### **Pedagogy.**

Mr. PITMAN.

The course in pedagogy extends throughout the senior year. Its chief aim is to develop an understanding of the principles of education as derived from the study of psychology in the junior year, and of their application to school organization and government and to the art of teaching. The course comprises a study of the various educational agencies; of the educational values of the several subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; and of the hygiene of the schoolroom. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

The course also includes a study of the lives of the great educational reformers and of their contributions to the science of education. This work is largely biographical, and is devoted chiefly to a critical study of a few of the leading educators of modern times.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system, and a sufficient knowledge of the school laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

### **Child Study.**

Miss PAINE.<sup>1</sup>

The course in child study is carried on during the seniors' practice teaching. The work is made as practical as possible. Discussion is based upon the study of such texts as Rowe's "Physical Nature of the Child" and Kirkpatrick's "Fundamentals of Child Study."

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<sup>1</sup> Miss Hobbs, substitute.







The aims of the course are:—

To enable students to see the need and the value of education's being more hygienic.

To render sympathy more intelligent.

To show how the laws of psychology and pedagogy may be applied.

To give students a knowledge of and practice in methods of child study.

Opportunity for the observation of individual children is given. Reports and discussions based upon these observations are made a part of the class work.

### **Kindergarten Methods.**

Miss NOYES.

This course does not train students for kindergarten teaching. It is given to the entire senior class, and aims to acquaint them with the methods and materials of the kindergarten, and its function as a foundation and preparation for the primary school. It gives them a practical understanding of the kindergarten, emphasis being placed upon its necessarily close relationship to and connection with the first grade. The importance of this formative period of the child's life, and Froebel's means for successfully developing the child through his own self-activity, are dwelt upon.

The following are the subjects considered:—

Biography of Froebel, the founder of the kindergarten, followed by a study of his principles as contained in "The Education of Man," and "Die Mutter und Kose Lieder."

Nature work as adapted to children of kindergarten age.

Play as an educational factor.

Songs and games.

The gifts and occupations.

Story telling.

Constant opportunity is given the students for carefully supervised observation and practice in the kindergartens as well as the first grades of the practice school, so that theory may at once be made practical.

## **Zoölogy.**

Miss GOLDSMITH.

The purpose of the work in zoölogy is to give the students as clear an idea of evolution as is possible in the time allowed, and to lay a broad foundation for a comprehensive understanding of the study of human physiology. For the accomplishment of this purpose the course begins with the lowest forms of animal life, and continues with the more complex organisms in the order of their development. In each stage of development the characteristics of type forms are emphasized. Allied forms are considered in connection with the type forms.

In the laboratory, by dissection and careful observation, both external and internal organs are studied with reference to their structure, position, relation and function, together with the special office of each in the animal economy. Additional knowledge is gained by reading and drawing. There are frequent discussions of the problems of heredity, of environment and adaptation to environment, and of the survival of the fittest. These lead to a clearer insight into the forces at work which influence the life and structure of the various forms of the animal kingdom. The fine collection of specimens at the Peabody Academy of Science affords unusual facilities for the pursuit of this branch of study. In the spring, opportunities are given to become familiar with the common birds and their songs.

The aim of the work in zoölogy is to fit the students to lead children to love and care for God's creatures; to observe their habits more closely, thereby learning lessons in industry, perseverance, patience and fidelity; and to give them a keener appreciation of the wonders and the beauty of the abundant life with which we are surrounded.

## **Botany.**

Miss GOLDSMITH.

The study of plant life is undertaken with two ends in view, — to arouse students to an enthusiastic observation of plants, and to give them a thorough foundation for the study of nature with children. The evolution of plants, the life history of types and the relations of plants to their surroundings are the general subjects considered.

As soon as possible the students are expected to work out for themselves the life history of a plant. To aid them in this work, laboratory manuals, an abundance of good reference books, diagrams and pictures, microscopes and prepared slides are furnished. Students are urged to gather specimens whenever it is possible. Some time, outside of the recitation periods, is expected to be given each week to laboratory or field work. Occasional field trips are intended to arouse enthusiasm in the study of plants, and to show the necessity of an intimate acquaintance with plants in their natural surroundings.

### **Physics and Chemistry.**

Mr. WHITMAN.

The aim of the work in physics and chemistry is to lead the student to acquire the power of accurate observation, clear thinking and correct expression, and to gain the ability to direct others to acquire these same powers. The class-room work includes informal lectures, demonstrations, reports of students, and discussions. Opportunity is given to students to prepare and present some topic or demonstration before the class. Practice in planning work to be presented to elementary pupils and criticisms of plans presented by other students are required. About half the time is allotted to individual laboratory work. The object of this work is to give the student sufficient skill in manipulation of apparatus to be able to demonstrate successfully before a class, and to give more intimate knowledge of the substances, processes and principles which are discussed in the class-room. Ample laboratory facilities are provided for independent work by the students.

*Physics.* — Portions of physics are selected with a view to making the science of physics useful to the student. Certain facts, laws and theories must be acquired as a foundation. The explanation of natural phenomena and of many of the appliances common in our every-day life lead back to fundamental principles. Special emphasis is given to the relation of physics to industrial progress, to improvements in home comforts, to advances in modes of travel and communication. Excursions are planned to show the applications of physics in commercial use. Many topics are treated from the historical side.



*Chemistry.* — The work in chemistry includes: a study of the common elements and their more important compounds; practice in indicating chemical reactions by equations; some mathematical work, based on both the volumetric and gravimetric relations which an equation expresses; comparison of the ideas of early philosophers and alchemists with those of to-day; theories and fundamental laws; important chemical discoveries; sketches of the lives of the founders of chemistry and of those who have done most to develop the science; explanations of the common chemical phenomena, and the applications of chemicals and chemical processes in daily life; industrial chemical processes, and visits to industrial plants dependent upon chemical processes.

### **Physiography.**

Mr. CUSHING — Mr. WHITMAN.

The course in physiography is made to include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of bed rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the background for the earth sciences that are taught in the elementary schools. It is made preparatory to the course in geography that follows the next year.

Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, and a museum of selected fossils.

### **Geography.**

Mr. CUSHING.

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment





THE GEOGRAPHY ROOM.



becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in text-books on the subject in elementary schools, in map reading, in the use of diagrams, models, pictures, specimens and the other geographic helps.

An intensive study of the pedagogy of geography occupies a period near the end of the course, after the students have gained abundant illustrative material and experience in the previous work of the class and in the practice school. The place of geography in the school curriculum is justified and the part it plays in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied industrial activities. An excellent harbor and near by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

### **Nature Study.**

Miss WARREN.

From the courses in botany and zoölogy of the junior year the pupils have gained some knowledge of the theory of evolution, and have learned many important facts concerning both plant and animal life.

The aim of the work in nature study is to find a way in which to interest the child in the life of the wonderful world about him, and through this growing appreciation to awaken the desire to find out things for himself; also, to correlate the knowledge gained by the study of his environment with his work in literature and art.

The child must first see things before he can reason about them. Unconsciously through this reasoning valuable lessons are learned, and by a better understanding of the great truths of nature, he gains a broader conception of life.

The value of the work depends upon the spirit in which it

is undertaken. The habit of observation and inquiry will lead to a sympathy with nature that will be not only a source of happiness, but will tend to an enrichment of life.

### **The School Garden.**

A part of the school grounds is devoted to a garden, in which the students of the normal school have an opportunity not only to plant a small plot of their own and care for it, but also to supervise the work of children from the practice school. Thus they learn to make practical the ideas they have gained concerning plant life, and will be able to establish gardens in schools where they may teach. The work is under the supervision of Miss Warren in the normal school and Mr. Rand and other teachers in the practice school.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. They promote a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive, and generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.





LAYING OUT THE GARDEN.





## Physiology and Hygiene.

MISS WARREN.

The work in physiology being a continuation of the work in biology, the same general plan is followed. The main point in the consideration of the subject is hygiene.

To know how to care for the human body that the best results may be obtained, it is necessary:—

1. To consider it as a whole.
2. To become familiar with the functions of the organs and with their mutual dependence and co-operation.

The laboratory method is continued in this branch of study. The dissection of a mammal as a complete organism, and of individual organs of different animals, throws much light upon the structure and functions of corresponding organs in man.

A life-sized manikin, a human skeleton and microscopic slides are valuable aids in the work of anatomy.

Each of the following systems, the respiratory, the circulatory, the digestive, the excretory, the nervous, the muscular and the osseous, is studied in detail. The intimate relation of each system to the others, and the importance of keeping each in a healthy condition to ensure an harmonious whole, are strongly emphasized. In addition, attention is given to the special senses, particularly to the structure and hygiene of the eye and ear. The effect of alcohol and tobacco upon the human system is taken up in connection with the consideration of the organs and their functions.

One practical application of the knowledge obtained in the class room is the intelligent treatment of emergency cases. Some instruction in regard to symptoms is given, in order to convey to the minds of the students an estimate of the general appearance of the more common diseases. This will help them, in their future work as teachers, to detect conditions of doubtful health, and to comprehend intelligently directions given by school physicians.

Special stress is laid upon the hygienic effects of clothing, bathing, food, sleep, recreation and rest. As the body is the instrument through which the mind finds expression, a better

understanding of its mechanism and of hygiene is very important for those who are to take up the teacher's profession, that they may be instrumental in helping the young to a more harmonious and effective physical development.

### **Physical Training.**

MISS WARREN — MISS ROGERS.

In the work of physical training the Swedish system of gymnastics is employed. Physical exercise has a two-fold purpose; it invigorates the body and it relieves mental tension.

The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. It is supplemented by the use of apparatus, which gives added interest and enthusiasm to the work, and a greater opportunity for muscular development. The gymnasium is provided with stall bars and benches, double booms, jumping standards, vertical ropes, a Swedish ladder and a horse. The work is varied occasionally by gymnastic games, which are calculated to develop self-control, precision, dexterity and concerted action. Rhythmic movement is a strong feature of the work. During the senior year opportunities are given the students for conducting gymnastic exercises as practice in teaching.

Association in the gymnasium promotes a social spirit, which serves as a bond of union, and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study. The aim of the work is not only to help the student to gain a more intelligent mastery of the body, but also to train the mental and moral faculties.

The vitality and usefulness of the human body are also furthered by correct carriage, proper breathing and regular bodily exercise. Whatever, therefore, conduces to develop the chest, straighten the spine, purify the blood and distribute it to the various organs, and to improve the personal appearance generally, is a matter of vital importance.

We cannot too strongly emphasize the fact that a sound mind in a sound body is a prime requisite for success and effectiveness in any department of life.

## United States History.

Miss DEANE.

The study of United States history is included in the second year of the course. The work is planned with two general aims in view: (1) the review and establishment of the essential facts and principles of American and allied English history, treated from the academic standpoint; and (2) the consideration of the material in its adaptation to the elementary school. Effort is made to broaden the student's acquaintance with authoritative historical works and to aid him in the selection and handling of material. To this end, special presentations of topics requiring research have an important place in the plan of study.

The elements of civil government are considered from the standpoint of their actual operation rather than from that of theory, thus necessitating attention to current political events. Book study of the principles of government must be supplemented by familiarity with concrete examples.

## Music.

Mr. ARCHIBALD.

The work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Tune, time, technique and the æsthetics of music are considered. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered:—

(a) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(b) Musical appreciation through listening to good music performed by the students and by professional artists, and also through the use of a piano player.

(c) Chorus singing in preparation for the graduation exercises.

A good library of pianola rolls is at the disposal of the students, and much laboratory work in music is accomplished.

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

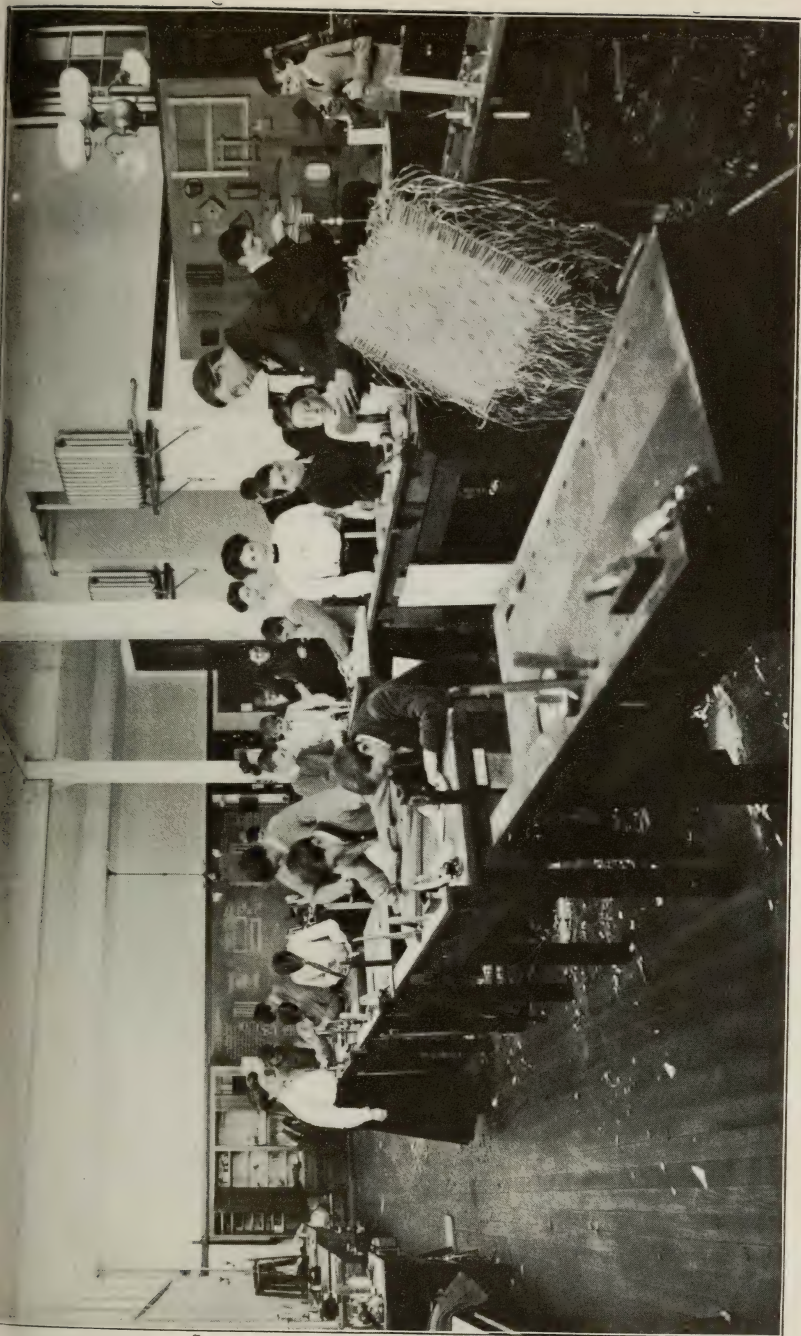
### **Manual Arts.**

Mr. WHITNEY — Mr. RIED.

The subject, the manual arts, presents itself in various phases. It is frequently subdivided under the following headings: structural drawing, decorative drawing, and appearance drawing. Structural drawing involves the making and reading of structural drawings, and the ability to handle tools and to construct the objects planned and designed. Under this head are taught sewing, weaving, work in leather, metal and wood, and book binding, as well as work of various kinds for the school and the garden. Sewing as taught in the grades of the practice school includes the making of both useful and beautiful objects for home and school life. Weaving includes basketry, the making of rugs, hammocks, school bags, cushion covers, portières and other hangings, with the application of woven or stencilled designs. Under the head of leather work the pupils study the different kinds of leather, their preparation and use in industrial training. The same plan is followed in connection with the metal work. The wood work includes the making of a great variety of articles: trapezes, swings, teeters and other apparatus for the outdoor gymnasium; fences, lattices and trellises for the school gardens; screens, book racks, trays and many other articles for use in the schoolroom and the home. This line of industry develops a wide range of thought, originality, imagination and activity. It renders a drawing intelligible through experience, cultivates reasoning power and manual skill, and trains the eye and the hand. There are many preliminary problems given under the topic book binding. These are the construction of blotter pads, letter cases, boxes, portfolios, note book covers, etc. Later, the folding, sewing and binding of school work of many kinds is introduced.

The individual does not know the meaning of industry until he has himself constructed some object, — until he knows the





MANUAL ARTS.





THE DRAWING ROOM.





process as well as the product, — until he has produced the thing as planned. Through this structural work the student in the normal school gains an insight not only into his profession as a teacher, but knows at least a little of that which concerns the life of the masses. He does not know what the pupils' work in life may be, but through such training is fitting them for many lines of industry, and is entering into their life and experience.

As working drawing is the language of construction, so decorative drawing is the language of beauty or ornament, not only when applied to the thing constructed, but even in its general form or outline. This branch of drawing deals with the history of art, with the principles of design; and with the application of these principles to every possible line of constructive and decorative work. It involves the study of the theory of color and its applications to structural and decorative purposes, and includes the planning of harmonious schemes of house and school furnishing, home decoration, and dress.

Appearance drawing cultivates the ability to see and express one's thoughts correctly in line, tone and color. It involves a knowledge of the object, of the laws of convergence, foreshortening, light and shade, and color. It is necessary that the teacher grasp these principles and be able to apply them constantly. In connection with appearance or pictorial drawing, landscape sketching and composition are studied, and field trips with the sketchbook as an important factor are not unusual. This topic includes nature study in its broad sense, and illustrative drawing in every line of school work, the mediums used being pen and ink, water color, lead pencil and crayon. The students make both scientific drawings and pictorial representations of fruits, flowers, foliage, different stages of plant growth, birds, butterflies and moths, sea shells, mosses, etc. Language and literature afford a broad field for illustrative sketching and for picture study. Geography and history require frequent pictorial expression and a ready response of the hand to the thought of both teacher and pupil. The pupil who can illustrate a problem in arithmetic, algebra or geometry makes the facts in the problem much more definite and vital to himself and to the class.



It is the constant effort of the department to make itself helpful in meeting the problems of school life, and to complement the work of the other departments. Each year there is given a course of lessons in free blackboard sketching, which is a very important accomplishment for the grade teacher. Such work awakens interest, holds the attention, and cultivates a desire on the part of the child to express himself in the same free and spontaneous manner.

Occasional lectures are given by the State supervisor of drawing and others upon important subjects influencing drawing in the public schools, and upon more general topics in art. These lectures have a decided influence upon the pupils, and create an interest in many lines of art study and industrial training. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting, from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupils observe their application in the work with children. Students who complete the course should be able to plan and arrange adequate outlines of work for use in their own teaching, or to follow intelligently the outline of a supervisor.

### **Penmanship.**

Mr. DONER.

Penmanship is taught during both the junior and senior years. One period each week is devoted to practice under the personal direction of the supervisor, for the purpose of developing a plain, practical style of writing. Students are required to practice at least fifteen minutes a day, and to submit their practice work to the supervisor for inspection, criticism and gradation.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill





in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. Students will be able to write well if they conscientiously try to apply the movement in all their written work. Since writing is essentially a co-ordinated movement, it has to be developed through patient and persistent practice. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have ample opportunity to observe the teaching done by the supervisor and the regular teachers in the practice school. During the senior year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public school.

A teacher cannot teach what she does not know. Therefore, the purpose in this department is to give the students a practical working knowledge of the subject of penmanship, so that they will be able to write well themselves and in turn teach others to write well. Theory and practice go hand in hand, but the students are given so much of the practical side that the theory becomes a reality.

## **COMMERCIAL DEPARTMENT.**

### **Entrance Requirements.**

The requirements for admission to the prescribed course of three years will be the same as for students who apply for admission to the elementary course, except that graduates of commercial courses in approved high schools will also be eligible. The latter may choose, from the subjects classified below under Group VI., substitutes for those required under Groups II.-V. (see page 12). Certificates will be accepted in lieu of examination in those subjects in which candidates have attained a rank of not less than *B*, or eighty per cent., and examinations will be given in other subjects. Students who complete this course will receive special diplomas.

A condensed course of one or two years will be offered to graduates of colleges, normal schools and private commercial



schools, and to teachers of experience. Appropriate certificates will be awarded to special students who complete approved courses of study.

### *Group VI. — Commercial Subjects.*

(a) *Bookkeeping.* — Ability to open and close a set of books by single or double entry, to change from single to double entry, to explain and illustrate the use of the different books.

(b and c) *Shorthand and Typewriting.* — Mastery of the principles of Pitmanic shorthand and their application, and of the work-signs and contractions of the particular system studied. Transcription on the typewriter of dictated material, to test accuracy in reading shorthand notes. Much importance is attached to correct spelling, capitalizing and paragraphing, and to skill in arranging typewritten material on a page.

A similar examination in Gregg shorthand will be given for those who wish to offer this instead of a Pitmanic system.

(d) *Commercial Arithmetic.* — Computations relating to extending and footing bills; percentage, including interest, discount, partial payments, commission and brokerage; partnership settlements; etc.

(e) *Commercial Law.* — Knowledge of such phases of law as contracts, negotiable paper, agency bailments, partnership, corporations and insurance. Ability to draw up approved legal forms such as powers-of-attorneys, checks, and notes.

(f) *Commercial Geography.* — A knowledge of principles that control the production, distribution and consumption of commodities, gained from a study of the local environment and a standard text, will fit the candidate for this examination.

### **The Course of Study.**

#### **JUNIOR YEAR.**

	Hours per Week.
English, . . . . .	2
Shorthand, . . . . .	4
Typewriting, . . . . .	5
General history, . . . . .	2
Physiography, . . . . .	2
Commercial arithmetic, . . . . .	2



	Hours per Week.
Elementary bookkeeping, . . . . .	4
Penmanship, } half year each, . . . . .	2
Physiology, }	
Gymnastics, . . . . .	2
Music, . . . . .	1
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	26

## MIDDLE YEAR.

English, . . . . .	2
Penmanship, . . . . .	} half year each, . . . . .
Commercial correspondence, }	
Shorthand, . . . . .	3
Typewriting, . . . . .	3
American history and civics, . . . . .	3
Industrial physics, . . . . .	} half year each, . . . . .
Industrial chemistry, }	
General geography, . . . . .	} half year each, . . . . .
Commercial geography, }	
Bookkeeping, . . . . .	3
Psychology, . . . . .	3
Gymnastics, . . . . .	2
Music, . . . . .	1
	—
	27

## SENIOR YEAR.

Literature, . . . . .	4
Shorthand, . . . . .	3
Typewriting, . . . . .	3
History of commerce, . . . . .	2
Commercial law, } half year each, . . . . .	3
Economics, }	
Industrial geography, . . . . .	3
Penmanship, . . . . .	1
Advanced bookkeeping, . . . . .	3
Pedagogy, . . . . .	2
(Observation and practice teaching, 9 weeks.)	
Gymnastics, . . . . .	2
Music, . . . . .	1
	—
	27

### **English.**

Miss LEAROLD.

The course is planned for two years. It is intended to give the students a thorough knowledge of the language as far as it may be obtained by consulting reference books on the subject and by reading literature, and to offer systematic training in expression in speech and writing. At first, the aim will be to ascertain the needs of the individual, and to establish habits of accuracy and of systematic methods of work. Exercises in spelling, definition, dictation, taking notes from dictation and letter writing, including the phraseology of business English, will receive attention in proportion to the needs of the class. A detailed study of words, the sentence, the paragraph and the whole composition will form the basis of most of the work of this year. Frequent opportunity will be afforded to students to write short daily themes and occasional long themes, to plan talks efficiently and to gain ease in speaking before the class.

During the second year an effort will be made to arouse the students to an interest in the best works of modern literature. The reading and discussion will be concerned chiefly with subjects involving description and explanation. Exercises for cultivating accuracy and fluency will be continued. Themes will include the results of extended study on some topic connected with trade and industry; review and criticism of commercial text-books. There will be an opportunity for the students to test their power of presenting subjects clearly to the class and of directing the work of the class room, and to acquire skill in careful and just criticism.

It is hoped that the result of the work of the two years will be to give confidence and power in clear and easy expression both in speech and writing.

### **Commercial Correspondence.**

Miss SMITH.

Two hours a week for a half year are devoted to the study of forms of business correspondence, and to practice in the writing of business letters. On the professional side, the im-

portance of the study to high school classes is considered and methods and text-books are discussed. As an additional drill, some of the clerical work of the school is done in this course.

### **Literature.**

The course in English literature is mainly cultural. It aims to give an appreciation of literature in an intimate relation with our modern social and economic point of view; and to develop, as far as a single course can hope to, the breadth of view essential for every teacher. In the literature covered special emphasis is laid upon the evolution of the periodical and the essay. The first covers the ground from the *Spectator* to the *Century* and the *Atlantic*; and the second includes such essayists as Lamb, Macauley, Carlyle, Emerson, Arnold, Warner, and Stevenson. Further than the work on periodicals and the essay, the course consists of a brief study of the novel and the short story and a more extensive study of the poets of the nineteenth century, — Tennyson, Browning, Arnold, Morris, Clough and Swinburne.

### **History.**

Miss DEANE.

The chief aim of the courses in history is the comprehension of present economic and political conditions as revealed through the study of their development. To this end the work is arranged in three courses, for successive years, including general history, American history and civics, and the history of commerce. Thus, the background is furnished, by the preliminary survey of general history, for the more intensive study of the principles of industrial evolution treated in the fields of American history and the history of commerce. The courses aim to acquaint students with the best available sources, and to develop their power in handling material independently. Provision is made for close connection between this department and the related subjects of industrial geography and economics.

## Geography.

Mr. CUSHING.

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study. Some regional geography is taught.

Economic geography is taught the second year. It is regarded as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods. The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials of commerce. Many business houses have contributed to this, so that the various stages of production to the finished products of commerce, in many lines, are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.

An advanced course, entitled industrial geography, is offered for the third year. This is founded on observational work with the tanning and shoe industry of Salem and Peabody, and leads to the study of the history and organization of industries as influenced by geographic conditions. It concludes with an intensive study of the resources, industries, markets and transportation in the United States, and the industrial personality of nations.



### **Physics and Chemistry.**

Mr. WHITMAN.

This course includes the more important principles of physics and chemistry, and aims to make the student familiar with many of the common scientific terms, chemical materials and operations which are likely to be met in commercial work. The course consists chiefly of class-room talks, demonstrations, and discussions about the applications of physics and chemistry in commercial and industrial operations. Some individual laboratory work will be given. There will be opportunity to study applied physics and chemistry in their relation to local industries. A number of industrial plants will be visited by the class.

### **Economics.**

Mr. MEREDITH.

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

A suitable library containing works relating to the subject of economics is at the disposal of the students:

### **Pedagogy.**

Mr. PITMAN.

Pedagogy is a prescribed subject for all students in the commercial department. In addition to the essential features of the regular elementary course it includes a consideration of many of the problems of the secondary school, and particular attention is given to the pedagogical aspects of commercial education. [See description of course in Pedagogy, p. 26.]

Teachers now in the service and other prospective students who have not pursued a course in psychology and who are in-



tending to take a special course in this department should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

### **Commercial Law.**

Mr. MEREDITH.

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods for imparting this knowledge to others. The work of the text-book is supplemented by real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.

### **Bookkeeping.**

Mr. MEREDITH.

Bookkeeping is the most important and usually the most attractive study of the distinctively commercial group. It is the subject with which all the other subjects of this group are most closely correlated. The aim of the course is to give the student a thorough understanding of the principles of bookkeeping as well as of the various approved methods for teaching the same. Both class and individual methods of instruction are used. Business practice is also carried on as a part of the work of this course.

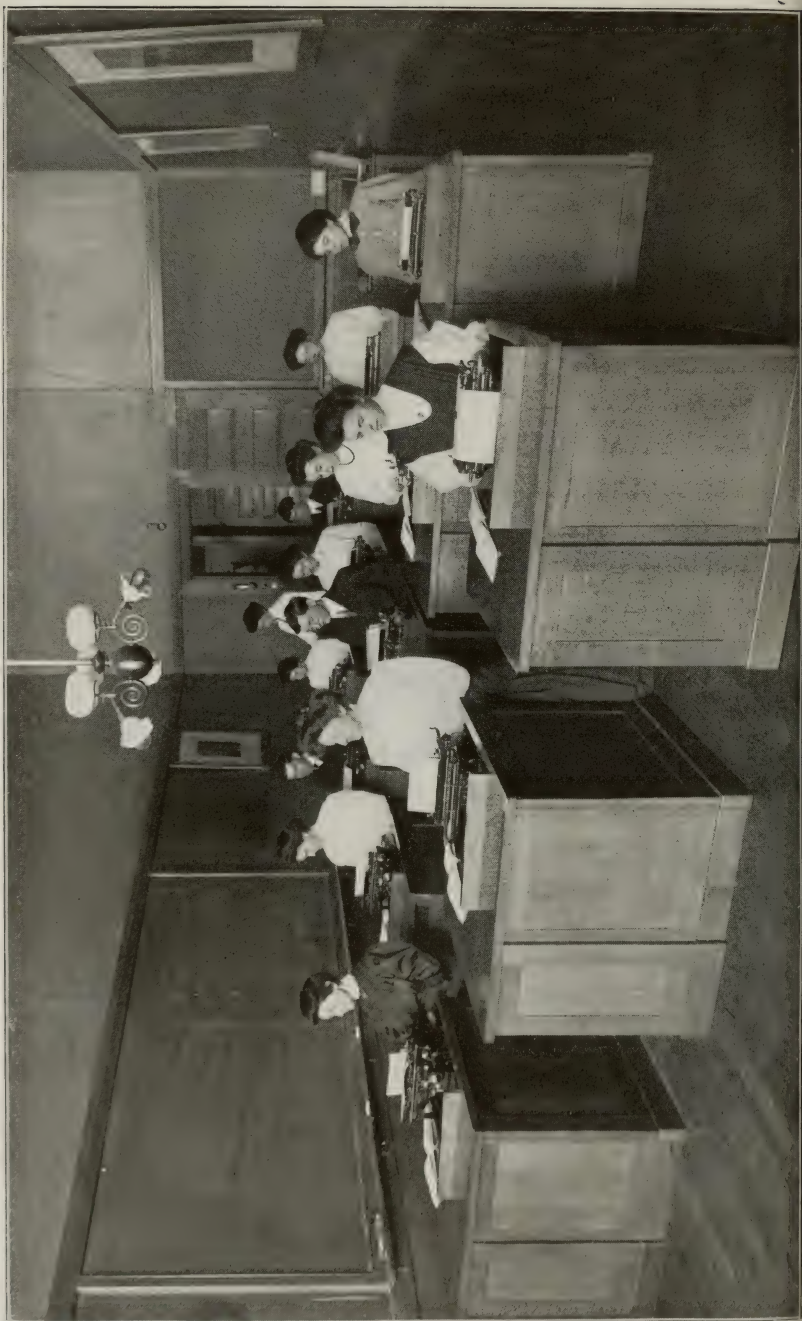
The advanced course in bookkeeping consists of the study of the theory of accounts and the fundamental principles of accounting. The methods of keeping the books of a modern bank and also those of some local industry are studied.

### **Commercial Arithmetic.**

Miss TOWNSEND.

Arithmetic occupies an important place in the curriculum of a commercial department. It is very closely correlated with bookkeeping and helps to interpret other general commercial subjects, such as commercial geography, transportation and





finance. The aim of this course is to give the student an accurate knowledge of arithmetic in its application to business practice. The theory and practice of teaching it according to modern methods is also part of the work.

Instruction and drill in the use of the adding machine are given in this course.

### **Shorthand.**

Miss SMITH — Miss TOWNSEND.

The work of the junior and middle years comprises the study of the principles of Benn Pitman shorthand, accompanied and followed by drills for speed and accuracy on miscellaneous matter. The acquiring of technical skill is the chief aim of the course during these years. The professional side of the subject is considered throughout the course, but it is emphasized in the senior year by the discussion of methods, by the study of pedagogical works on the subject of shorthand, by the examination and criticism of various text and drill books, by observation in the Salem Commercial School, and by observation and practice teaching in the Salem High School.

The Gregg system of shorthand may be continued by those students who have had a reasonable amount of instruction in it elsewhere.

### **Typewriting.**

Miss SMITH — Miss WELLMAN.

The course has three aims:—

(a) To acquire proficiency by the touch method in the use of both the single and the double keyboard. Much emphasis is placed upon the importance of forming correct habits of position, touch, fingering, and manipulating the machine.

(b) To apply this proficiency to the requirements of secretarial work. Particular attention is given to the arrangement of material and to rapid transcription. The course includes practice in the use of the neostyle, the mimeograph, the letter press, and similar office devices. Material in the form of correspondence, outlines, abstracts, programs, etc., furnished by the various departments of the school, affords a basis for the acquisition of experience and skill in this kind of work.



(c) To consider the subject from the pedagogical standpoint. Methods of teaching typewriting are discussed, and various textbooks are examined, criticised and compared. Observation and practice teaching under supervision and criticism constitute an important part of the work of the third year.

### **Penmanship.**

Mr. DONER — Miss TOWNSEND.

The aims, methods and matter of this course are stated on pages 38 and 39, except that in the commercial department a course of instruction suitable for high instead of elementary school pupils is presented during the senior year.

### **THE LIBRARY AND READING ROOM.**

Miss DEANE — Miss MARTIN.

The general library contains a collection of books now numbering 5,200, including valuable works in all departments. The American Library Association system of cataloguing is employed, with a complete card index by authors and book titles. This is supplemented by a card system of references by topics, already containing several thousand cards. In addition to the general library books, there is a collection of about 5,000 reference and text books, also carefully catalogued, for use in connection with the various courses.

In the reading room are filed the leading periodicals, both of general nature and of specific value in pedagogical study.

### **LECTURES.**

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts: —

A School of Savagery,	Charles A. Eastman, M.D., Amherst, Mass.
Some Phases of Industrial Education.	Allen Rogers, Ph.D., Instructor in Industrial Chemistry, Pratt Institute.



- The Relation of Drawing to Industrial Education. Walter Sargent, University of Chicago.
- Aims of Instruction in the Manual Arts. Frederick L. Burnham, Agent for the Promotion of Manual Arts, Massachusetts.
- Scientific Temperance Instruction. Mrs. Edith S. Davis, Superintendent of Scientific Temperance Instruction, National W. C. T. U.
- The Social Education of Boys. John E. Gunkel, President of the National Newsboys' Association. Miss Jane Day, "The Discipline Nurse," New York City.
- The Education of Mentally Defective Children. Bertha S. Downing, M.D., formerly of School for the Feeble-minded, Vineland, N. J.
- Memorial Day address. James Burrows, Post 11, G. A. R., Lynn.
- Graduation address: The Qualities that Attract Success. Mrs. Ella Lyman Cabot, Member of Massachusetts Board of Education.
- Old Plantation Days in the South. Rev. Peter H. Goldsmith, D.D., Pastor of the First Church, Salem.
- Education for Efficiency. Arthur D. Dean, Chief of Department of Trade Schools, New York State Department of Education.
- The Physical Side of Educational Work. Richard C. Cabot, M.D., Boston.
- Commercial English. Carlos B. Ellis, Technical High School, Springfield.
- Concert. The Glee Club.
- Old Time Schools, a Pageant. Class of 1909.
- Reading, Percy Mackay's "Jeanne D'Arc." Mrs. Jessie Eldridge Southwick.
- Recital. Jessie Downer Eaton Trio.
- Recital. Jessie Lobdell String Quartette.
- The Probable Reaction of Industrial Education on Liberal Education. David S. Snedden, Ph.D., State Commissioner of Education.
- The annual convention of the New England High School Commercial Teachers' Association was held at the school in October.

### THE MANAGEMENT OF THE SCHOOL.

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and three members chosen by each class. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

#### Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 8, and the other half February 1. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is

furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school, several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the "Students' Benefit Fund" are other funds, founded by graduates of the school to perpetuate the memory of Dr. Elmer H. Capen, formerly chairman of the Board of Visitors, and Dr. Walter P. Beckwith, principal of the school from 1895 to 1905.

At the last triennial meeting of the Salem Normal School Association \$200 was appropriated from the treasury as a donation to the "Benefit Fund," and steps were taken to establish other funds, in memory of former principals Crosby and Hagar. The total amount of money now available is about \$1,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$4.50 each, per week. A list of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

### **Attendance and Conduct.**

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismission. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

6. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must, of necessity, assume responsibility for the conduct of the young women thus placed in their charge in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered unsuitable in a well-regulated dormitory.



### **Employment for Graduates.**

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute but little more than one-half of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. This school does not undertake to guarantee positions to its students, but it is a fact that promising graduates are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He is also glad to be informed as to the degree of success which has attended the efforts of former students.

### **Scholarships for Graduates.**

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

### **Notices to School Officials.**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its class rooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon, except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.



Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate of the fact of graduation. Since January 1, 1900, all students who have left the school by reason of graduation, or otherwise in good standing, possess a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

## **GENERAL INFORMATION.**

### **Historical Sketch.**

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Indirectly it was the outcome of steps taken to provide a new location for the first normal school in the State, which was opened at Lexington. The old school was not transferred to Salem, but the Legislature directed the State Board of Education to establish a new one in Essex County, and this city was finally chosen as its location.

The first building of the school stood at the corner of Broad and Summer streets. Its cost, including site and equipment, slightly exceeded \$20,000. The city of Salem erected the building, and received in partial compensation the State appropriation of \$6,000 and a contribution of \$2,000 from the Eastern Railroad Company. The building was enlarged and improved in 1860, and again in 1871.

After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools. The Legislature of the Commonwealth consequently made generous provisions for a new building. Work was begun in November, 1893, and the building was first occupied by the school December 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

### **The School Building.**

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead. It is constructed of buff brick, with light-colored stone and terra-cotta trimmings, and it has three stories and a basement. Facing northward, it is 180 feet in length from east to west, and the two wings are each 140 feet from north to south. In the basement are located the heating and ventilating apparatus, the toilet and play rooms for the pupils of the model schools, besides the gymnasium with its adjoining dressing room, the industrial laboratory, bicycle room, lunch room, and store rooms for supplies and materials.

On the first floor, in the central part of the structure, are the toilet and cloak rooms, furnished with individual lockers, for the use of the normal students. Access to this portion of the building is provided by means of two outside doors. In each wing is another entrance for the pupils of the practice schools. The rooms for these schools — nine in number, besides six recitation rooms connected with them — are upon the east, south and west sides, and are all large and well lighted. Including the kindergarten, they are intended to accommodate 350 pupils.

The central portion of the second floor is occupied by the assembly and study room of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of the floor contains the principal's offices, reception room, retiring room, text-book room, library, and other recitation and work rooms.

The third floor is largely devoted to the various departments of science, including physics, chemistry, botany, geography, mineralogy and zoölogy. One of the features is an excellent lecture room, with seats arranged in tiers, for lectures or similar work. Two rooms on the north side furnish admirable accommodations for the work in drawing.

The size and lighting of the rooms are conspicuous features of the building. The corridors are also noticeable for their width and cheerful aspect. The windows are many and lofty, and the glass is of the finest and clearest quality.

The heating and ventilating plant is ample; the blackboards, entirely of slate, are generous in size; combination gas and electric chandeliers are provided for lighting; from the principal's office speaking tubes radiate to all the important rooms; while a program clock, with its electric appliances, regulates the movements of the school. The interior finish throughout is of oak, and all the furniture of the building is in keeping.

### **Decorations.**

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of the refining and educative value.

There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. Such works of art, well chosen and hung, may exert a helpful influence in other branches of study as well as in art.

With these thoughts in mind, the pictures and casts in the building were selected and placed in the various rooms and corridors, and they have served their purpose thus far in creating a taste for and an appreciation of good things.

There are many pictures of historic interest, cathedrals, colonnades, arches and temples, which have proved of value in geography and history. There are photographs from works of masters such as Corot, Millet, Mauve, Jacque, Israels and others, which are full of helpful suggestions in literature, language, and nature study.

These works of art have been presented by the State, by students and teachers, and by generous friends of the school, to whom due acknowledgment is made upon another page.

### **The Teachers and Students.**

The school during its history has had five principals and eighty-two assistant teachers. The development of the practice schools began in 1897, and with them thirty-four persons have been connected as teachers. Nineteen teachers are now required in the normal school and fourteen in the practice schools.

Nearly six thousand students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

### **The Location and Attractions of Salem.**

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting also with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is also direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.



## REGISTER OF STUDENTS.

1909=1910.

**Graduates. — Class XCV. — June 22, 1909.**

Armstrong, Elizabeth Baker, . . .	Malden.
Baker, Bessie Clark, . . .	Lynn.
Barrows, Grace Cowdery, . . .	South Royalton, Vt.
Bartlett, Marion Louise, . . .	Revere.
Berry, Elizabeth Cummings, . . .	Malden.
Brooks, Anna Belle, . . .	Peabody.
Brooks, Jennie Elizabeth, . . .	Cambridge.
Brunton, Isabelle Macadam, . . .	Somerville.
Bruorton, Annie Beryl, . . .	Reading.
Christie, Ruby Law, . . .	Malden.
Clifford, Alice Martha, . . .	Melrose.
Connell, Honora Agnes, . . .	Cambridge.
Cooper, Annie Winifred, . . .	Cambridge.
Curtis, Bessie Warren, . . .	Boxford.
Cusick, Agnes Mary, . . .	Pigeon Cove.
Dailey, Anna Elizabeth, . . .	Cambridge.
Deane, Bertha Laura, . . .	Salem.
Duane, Helen Frances, . . .	Beverly.
Duncan, Belle, . . .	Malden.
Enlind, Anna Hildur, . . .	Peabody.
Estes, Edith Marion, . . .	Melrose.
Evans, Mary Abbie, . . .	Rochester, N. H.
Fernald, Alice Hildreth, . . .	Reading.
Flagg, Catherine, . . .	Swampscott.
Flynn, Mary Gray, . . .	Lynn.
Foster, Ethel Morrison, . . .	Melrose.
Foster, Helen Page, . . .	Beverly.
Gamboa, Angelica Mae, . . .	South Hamilton.
Gaughan, Alice Winifred, . . .	Cambridge.
Grant, Pearl Arlene, . . .	Haverhill.



Green, Elsie Cary, . . . . .	Ipswich.
Harrington, Mary Rose, . . . . .	North Cambridge.
Harris, Gertrude Trumbull, . . . . .	Salem.
Hazen, Marguerite May, . . . . .	Beverly.
Hutchinson, Frances Rita, . . . . .	Peabody.
James, Ruth Katharine, . . . . .	Salem.
Jansson, Victoria Heding, . . . . .	Malden.
Johansen, Fannie Olena, . . . . .	Newburyport.
Kelley, Anna Louise, . . . . .	Salem.
Lee, Helen Evans Williams, . . . . .	Chelsea.
Legro, Edna Somers, . . . . .	Salem.
Lundberg, Eleonora Fredericka, . . . . .	Malden.
Mack, Helen Frances, . . . . .	Salem.
MacRitchie, Angie May, . . . . .	Everett.
Marshall, Mildred Josephine, . . . . .	East Saugus.
McGrath, Mary Frances, . . . . .	Amesbury.
McKenzie, Edna Florence, . . . . .	Northwood Ridge, N. H.
Metcalf, Florence Stearns, . . . . .	Williston, Vt.
Millea, Anna Eileen, . . . . .	Danvers.
Moodie, Ruth Margaret, . . . . .	Newburyport.
Mülle, Laura Augusta, . . . . .	Somerville.
Munsey, Norma, . . . . .	Marblehead.
Nelligan, Grace Isabel, . . . . .	Cambridge.
O'Brien, Kathleen Holmes, . . . . .	Amesbury.
O'Hara, Gertrude Regina, . . . . .	Cambridge.
Oliver, Hazel Isabell, . . . . .	Wakefield.
Palmer, Clara Louise, . . . . .	Everett.
Poor, Bertha Winifred, . . . . .	Salem.
Powell, Jennie Loretta, . . . . .	North Cambridge.
Sayre, Alice Frances, . . . . .	Medford.
Smith, Edna Martha, . . . . .	Cambridge.
Sperry, Bertha Mae, . . . . .	Amesbury.
Spofford, Edna Noyes, . . . . .	South Groveland.
Sullivan, Clare Margaret, . . . . .	Cambridge.
Taylor, Bessie Cinderella, . . . . .	West Peabody.
Vollor, Anna May, . . . . .	Salem.
Ward, Mary Catherine, . . . . .	Cambridge.
Williams, Alice Preston, . . . . .	Beverly.
Wollahan, Helen Harrington, . . . . .	Danvers.
Wrigley, Walter Simeon, . . . . .	North Andover.

# CERTIFICATES FOR ONE YEAR'S WORK.

## *Elementary Course.*

Austin, Edith Pearle,	.	.	.	Lynn.
Bullard, Ruth Augusta,	.	.	.	Burlington, Vt.
Hinchcliffe, Bertha Elizabeth,	.	.	.	Stoneham.
Jones, Mercy,	.	.	.	Brookline.
Lewis, Ada Snow,	.	.	.	Somerville.

## *Commercial Course.*

Barrett, Katherine Estelle,	.	.	.	Newburyport.
Batchelder, Elizabeth Annie,	.	.	.	North Reading.
Burnham, Bertha Williams,	.	.	.	Old Town, Me.
Bucksey, Addie Margaret,	.	.	.	Peabody.
Campbell, Elinor Stark,	.	.	.	North Reading.
Cohane, Mary Alice,	.	.	.	Salem.
Corey, Marian Annetta,	.	.	.	Amesbury.
Elliott, Marion Porter,	.	.	.	Danvers.
Flanders, Verna Belle,	.	.	.	Lynn.
King, Emma Helena,	.	.	.	East Boston.
Krieger, Jennie,	.	.	.	Salem.
Lowe, Bertha Esther,	.	.	.	Lynn.
Merrill, Mildred Frances,	.	.	.	West Somerville.
Randall, Ruth Alice,	.	.	.	Athol.
Rees, Ethel Emma,	.	.	.	Lynn.
Remon, Marion Ella,	.	.	.	Salem.
Shepard, Mary Estelle,	.	.	.	Walpole.
Skinner, Helen Choate,	.	.	.	Lynn.
Smith, Ethel Marion,	.	.	.	Malden.
Wetmore, Mildred Alison,	.	.	.	Essex.
Woodbury, Bessie Sweetser,	.	.	.	Gloucester.

## **Students in the Elementary Course.**

### SENIOR CLASS.

Barentzen, Olive Mary,	.	.	.	Franklin Park.
Barnes, Charlotte,	.	.	.	Chelsea.
Blood, Marion Helena,	.	.	.	Derry, N. H.
Boyd, Grace Gladys,	.	.	.	Beverly.
Burnham, Alice Stacy,	.	.	.	Beverly.
Butterfield, Marion Ascenath,	.	.	.	Malden.

Cahill, Elizabeth Cecelia, . . . .	Danvers.
Carroll, Margaret Mary, . . . .	Cambridge.
Corson, Murle Augusta, . . . .	Salem.
Cotter, Chester, . . . .	Rowley.
Coyne, Sara Stanislaus, . . . .	Somerville.
Dempsey, Mary Louise, <sup>1</sup> . . . .	Peabody.
Donovan, Mary Frances, <sup>1</sup> . . . .	Salem.
Edgecomb, Elva Dawn, . . . .	Salem.
FitzHugh, Lena Grayson, . . . .	Amesbury.
Flanders, Leona, . . . .	Malden.
Fowler, Maude Anna, . . . .	Beverly.
Fox, Agnes Gertrude, <sup>1</sup> . . . .	Salem.
Gardner, Laura Alston, . . . .	Everett.
Gardner, Marion Warren, . . . .	Danvers.
Gilmore, Mary Elizabeth, . . . .	Peabody.
Harney, Margaret Laurentia, <sup>1</sup> . . . .	Lynn.
Harrington, Alida Hilton, . . . .	Malden.
Healy, Alice Jeanette, . . . .	Chelsea.
Houghton, Lucy Forbush, . . . .	North Andover.
Hutchins, Susie Blanche, . . . .	Union, N. H.
Johnson, Helen Louise, . . . .	Lynn.
Jones, Agnes Marian, . . . .	Chelsea.
Keating, Mary Veronica, . . . .	Salem.
Kelley, Florence Gardelena, . . . .	Wakefield.
King, Mabel Disa, . . . .	Bradford.
Kinnear, Margaret A. W., . . . .	Salem.
Laskey, Adelaide Mary, . . . .	Malden.
Lord, Marian Dean, . . . .	Harrington, Me.
Loring, Marion Alice, . . . .	Groveland.
Maguire, Marion, . . . .	Salem.
Merritt, Ruth Breed, . . . .	Danvers.
Moran, Mabel May, . . . .	Lynn.
Mulligan, Helen Marie, <sup>1</sup> . . . .	Salem.
Murphy, Gertrude Agatha, . . . .	Cambridge.
Nelson, Elizabeth Kristina Louise, . . . .	Beverly.
Newcomb, Marion Faustina, . . . .	Swampscott.
O'Neill, Edna Gertrude, . . . .	Lynn.
O'Neil, Loretto Magdalen, . . . .	Malden.
O'Connor, Eleanor Spelman, <sup>1</sup> . . . .	Cambridge.
Perley, Grace Mildred, <sup>1</sup> . . . .	East Boxford.

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<sup>1</sup> Three-years course.

Perry, Dorothy, . . . . .	Revere.
Pierce, Lilian Mae, . . . . .	Lynn.
Powell, May Veronica, <sup>1</sup> . . . . .	Malden.
Pulsifer, Helen Marks, . . . . .	Salem.
Ricles, Edith Bella, . . . . .	Roxbury.
Riley, Mary Elouise, <sup>1</sup> . . . . .	Salem.
Robertson, Elizabeth Harriet, <sup>1</sup> . . . . .	Beverly.
Shortell, Mary Beatrice, . . . . .	Salem.
Stack, Mary Lillian, . . . . .	Andover.
Stearns, Helen Isabelle, . . . . .	West Somerville.
Stratton, Lucy Marie, . . . . .	Malden.
Swanson, Fanny Amelia, . . . . .	Pigeon Cove.
Thurston, Lura, <sup>1</sup> . . . . .	Rockport.
Tucker, Ruth Elizabeth, . . . . .	North Reading.
Walker, Eleanor Elizabeth, . . . . .	West Lynn.
Ward, Gertrude Beatrice, . . . . .	Beachmont.
Welch, Irene Marie, . . . . .	Lynn.
Weston, Martha Mary, . . . . .	Essex.
Wildes, Mary Aloysia, . . . . .	Lynn.
Woods, Esther Jane, . . . . .	Newburyport.

#### STUDENTS IN SECOND YEAR OF THREE-YEARS COURSE.

Beadle, Helen Josephine, . . . . .	Groveland.
Cotton, Edith Frances, . . . . .	Malden.
Crosby, Mildred Parker, . . . . .	Groveland.
Eames, Hilda Weston, . . . . .	North Reading.
Granfield, Susie Frances, . . . . .	Reading.
Harrigan, Frances Agnes, . . . . .	Danvers.
Harris, Daisy, . . . . .	Saugus.
Israelite, Anna Bessie, . . . . .	Chelsea.
Jenkins, Lena, . . . . .	Ipswich.
McMurray, Jane, . . . . .	East Boston.
McNamara, Marietta Agnes, <sup>2</sup> . . . . .	Cambridge.
Quinn, Alice Irene, . . . . .	Swampscott.
Riley, Marguerite Rose, . . . . .	Melrose.
Roche, Elizabeth Constance, . . . . .	Salem.
Shannon, Mabel Elizabeth, . . . . .	Lynn.
Shea, Grace Elizabeth, . . . . .	Salem.
Sidmore, Grace Merrill, <sup>2</sup> . . . . .	Danvers.
Wildes, Mildred Fern, . . . . .	South Hamilton.

<sup>1</sup> Three-years course.

<sup>2</sup> Left before the end of the first half year.

## JUNIOR CLASS.

Albert, Rose, . . . . .	Malden.
Barteau, Clara Irene, . . . . .	Amesbury.
Broughton, Elizabeth Kinsman, <sup>2</sup> . . . . .	Marblehead.
Brown, Florence Calphurna, <sup>2</sup> . . . . .	Hinsdale.
Burnham, Gladys Frances, <sup>1</sup> . . . . .	Topsfield.
Burnham, Mary Alice, . . . . .	Essex.
Christenson, Ella, <sup>2</sup> . . . . .	Arlington.
Connery, Anna Laura, <sup>1</sup> . . . . .	Lynn.
Cook, Alice Marguerite, . . . . .	Danvers.
Cressy, Ruth Augusta, . . . . .	Beverly.
Cronin, Sybil Louise Mary, . . . . .	Cambridge.
Crowley, Madeline Usher, . . . . .	Danvers.
Curley, Grace Francis, . . . . .	Marblehead.
Cushing, Mary Esther, . . . . .	Beverly.
Danner, Bertha Hertgen, . . . . .	Malden.
Decatur, Rena Althea, . . . . .	West Peabody.
Devlin, Helen Madeline, <sup>1</sup> . . . . .	Stoneham.
Dickinson, Helena Minnie, . . . . .	Danvers.
Doran, Phoebe Martha Hughes, . . . . .	Reading.
Doyle, Alberta Ruth, . . . . .	Reading.
Edmands, Mary Luella, . . . . .	Saugus.
FitzGerald, Mary Frances, . . . . .	Cambridge.
Furfey, Josephine Esther, . . . . .	Cambridge.
Gilman, Ruth Annette, . . . . .	Melrose.
Grant, Grace Marguerite, . . . . .	Chelsea.
Greene, Agnes Gertrude, . . . . .	Cambridge.
Griffin, Mary Elizabeth, . . . . .	Peabody.
Hale, Ruth Elizabeth, . . . . .	Stoneham.
Harlin, Gertrude Alice, . . . . .	Cambridge.
Herlihy, Catherine Mary, . . . . .	North Cambridge.
Hickey, Emma May, . . . . .	Beverly.
Hill, Mabel Louise, . . . . .	Georgetown.
Hinkley, Fannie Crowell, . . . . .	Beverly.
Hobbs, Lucie Philbrook, . . . . .	Danvers.
Hogan, Phoebe Evelyn, <sup>2</sup> . . . . .	Melrose.
Howard, Ethelyn Adams, . . . . .	Malden.
Hoyle, Lillian Mary, . . . . .	Everett.
Hunter, Ethel Annas, . . . . .	Malden.

<sup>1</sup> Three-years course.<sup>2</sup> Left before the end of the first half year.



Hurley, Florence Margaret,	.	.	.	Cambridge.
Ingham, Mabel Russell,	.	.	.	Somerville.
Kelly, Mary Agnes, <sup>2</sup>	.	.	.	Lynn.
Kline, Elizabeth Margaret,	.	.	.	Cambridge.
Klippel, Laura Estelle,	.	.	.	Salem.
Lambert, Georgia Dorothy,	.	.	.	Lynn.
Lang, Florence Ardell,	.	.	.	Bradford.
Leonard, Alice Virginia,	.	.	.	Amesbury.
Levy, Frances Agnes, <sup>1</sup>	.	.	.	Chelsea.
Lippitt, Frances Shorey, <sup>1</sup>	.	.	.	Boston.
Lord, Florence Elliott,	.	.	.	Peabody.
Macdonald, Josephine Elsie,	.	.	.	Somerville.
Maddock, Ruth Valerie,	.	.	.	Amesbury.
Magraw, Maria Pearl,	.	.	.	Lynn.
McCauley, Alice Katherine, <sup>1</sup>	.	.	.	Salem.
McLaughlin, Helen Charlotte, <sup>2</sup>	.	.	.	North Cambridge.
McPhetres, Eva Lucretia,	.	.	.	Lynn.
McSwiney, Mary Cecilia,	.	.	.	Chelsea.
Merrill, Lillian Dimond,	.	.	.	Lynn.
Morrow, Helen, <sup>1</sup>	.	.	.	Salem.
Morrissey, Mary Jane,	.	.	.	North Andover.
Mullin, Frances Marie, <sup>1</sup>	.	.	.	Salem.
Myers, Ruth Ethel,	.	.	.	West Lynn.
Nason, Bertha Inez, <sup>2</sup>	.	.	.	Somerville.
Nelson, Maude Wellington,	.	.	.	Salem.
Niles, Mildred A.,	.	.	.	Danvers.
Norcross, Alice Almira,	.	.	.	Melrose.
Norton, Marjorie,	.	.	.	Chelsea.
Parker, Marcia Vivian, <sup>2</sup>	.	.	.	Peabody.
Parsons, Helen Gaffney,	.	.	.	Pigeon Cove.
Peachey, Florence Bailey,	.	.	.	Lynn.
Perkins, Susan Stevens, <sup>1</sup>	.	.	.	Everett.
Perley, Charlotte,	.	.	.	Boxford.
Peterson, Marion Crosman,	.	.	.	Chelsea.
Phillips, Edith Elizabeth,	.	.	.	Lynn.
Poor, Ethel Mirriam,	.	.	.	Lynn.
Porter, Bertha Idella,	.	.	.	Gloucester.
Pratt, Eva Louise,	.	.	.	Malden.
Prescott, Dorothy Nutting,	.	.	.	Bradford.
Ramhofer, Lena Louise,	.	.	.	Cambridge.
Reeve, Alice Louise,	.	.	.	Salem.

<sup>1</sup> Three-years course.<sup>2</sup> Left before the end of the first half year.

Reiman, Elsie May, . . . . .	Newburyport.
Reynolds, Abbie Elizabeth, . . . . .	Lynn.
Rose, Lillian Gertrude, . . . . .	Belmont.
Ruth, Jennie Viola, . . . . .	Gloucester.
Sargent, Helen Marion, . . . . .	Groveland.
Scott, Laura Amelia, . . . . .	Melrose.
Scully, Katherine Veronica, . . . . .	Chelsea.
Shapiro, Sarah, <sup>2</sup> . . . . .	Binghamton, N. Y.
Sherry, Mary Josephine, <sup>2</sup> . . . . .	Peabody.
Simonds, Margaret Story, . . . . .	Beverly.
Simpson, Mildred Otilie, . . . . .	Lynn.
Small, Esther Louise, . . . . .	Marblehead.
Smith, Lulu Belle, . . . . .	North Andover.
Smith, Rose Catherine, . . . . .	Somerville.
Solomon, Genorie Palmer, . . . . .	Malden.
Stensrud, Lillian Caroline, <sup>2</sup> . . . . .	Beverly.
Spofford, Celia May, . . . . .	Melrose Highlands.
Spofford, Lelia Frances, . . . . .	Melrose Highlands.
Striley, Amy Marguerite, . . . . .	Danvers.
Sumner, Grace Ria, . . . . .	Lynn.
Swanson, Gerda Florence, . . . . .	Pigeon Cove.
Taylor, Sadie Mildred, . . . . .	Everett.
Tucker, Mabel Hammond, . . . . .	Marblehead.
Tweeddale, Ruth Barbour, <sup>1</sup> . . . . .	Lynn.
Walsh, Katharine Frances, . . . . .	Somerville.
Watson, Margaret Josephine, <sup>1</sup> . . . . .	Groveland.
Webber, Velma May, . . . . .	Lynn.
Whalen, Abbie Elizabeth, . . . . .	Amesbury.
Whitman, Mary Eva, <sup>1</sup> . . . . .	Beverly.
Wilkins, Imogene, <sup>1</sup> . . . . .	Everett.
Wilkins, Margaret Taylor, <sup>2</sup> . . . . .	Danvers.

#### SPECIAL STUDENTS, ONE-YEAR COURSE.

Coburn, Elizabeth Vienna, . . . . .	Wakefield.
Gavin, Agnes Mary, . . . . .	Roxbury.
Giles, Louise, <sup>2</sup> . . . . .	Beverly.
Irving, Eva Christena, . . . . .	Somerville.
Philbrook, Susan, . . . . .	Lynn.
Warner, Annie Mabelle, . . . . .	Salem.
Woodbury, Bessie Sweetser, <sup>2</sup> . . . . .	Gloucester.

<sup>1</sup> Three-years course.

<sup>2</sup> Left before the end of the first half year.

**Students in the Commercial Course.****SENIOR CLASS.**

Bruce, Helen, . . . . .	Rockport.
Cardwell, Nelson Henry, . . . . .	Springfield.
Daverin, Maude Burbank, . . . . .	Dalton.
Davis, Augusta Louise, . . . . .	Amesbury.
Day, Mary Ellen, . . . . .	Salem.
Fielding, May, . . . . .	Danvers.
Fitzgerald, Edwina Frances, . . . . .	Revere.
Giles, Martelle Elsie, . . . . .	Salem.
Gould, Mary Gertrude, . . . . .	Danvers.
Healy, Agnes Leona, . . . . .	Danvers.
Hickey, Florence Augusta, . . . . .	Wakefield.
Ivers, Mabel Florence, . . . . .	Salem.
Keith, Nelly Doris, . . . . .	Salem.
Kennedy, Abbie Jones, . . . . .	Danvers.
Martin, John Edward, . . . . .	West Peabody.
Mulligan, Nellie Elizabeth, . . . . .	Salem.
Oliver, Warren Walton, . . . . .	Wakefield.
Pearson, Signe Hilda, . . . . .	Lynn.
Roche, Anna Theodora, . . . . .	Salem.
Slade, Madeleine Louise, . . . . .	Danvers.
Standley, Ethel Frances, . . . . .	Manchester.
Wilbur, Lawrence Winton, . . . . .	North Raynham.

**JUNIOR CLASS.**

Brophy, Elnora Kathleen, . . . . .	Gloucester.
Clark, Anna Keenan, . . . . .	Marblehead.
Fisher, Bessie Leone, . . . . .	Somerville.
Hayward, Beth Sylvia, . . . . .	South Easton.
Hinchcliffe, Eva Mary, . . . . .	Stoneham.
Millea, Alice Marie, . . . . .	Danvers.
Murphy, Mary Agnes, <sup>2</sup> . . . . .	Lynn.
Pedersen, Dora Christina, . . . . .	Somerville.
Pedersen, Jennie Maria, . . . . .	Somerville.
Rock, Sadie Rebecca, . . . . .	Turners Falls.
de Sloovere, Mary Constance, . . . . .	Webster.
Wiggin, Lelia May, . . . . .	Danvers.

<sup>2</sup> Left before the end of the first half year.

## STUDENTS IN SECOND YEAR OF THREE-YEARS COURSE.

Bagley, Marion Brooks, <sup>2</sup>	. . . . .	Peabody.
Dodge, Mary Prince,	. . . . .	Manchester.
Flaherty, Mary Aloysie,	. . . . .	Salem.
Flynn, Catherine Marie, <sup>2</sup>	. . . . .	Salem.
Hornstein, Dora,	. . . . .	Chelsea.
Managhan, Eliza Agnes,	. . . . .	Amesbury.
Turbett, Alice Rose,	. . . . .	Salem.

## SPECIAL STUDENTS, ONE-YEAR COURSE.

Arnold, Jeannie Helena,	. . . . .	Holyoke.
Bates, Alice Cecil,	. . . . .	Bradford.
Henry, Margaret Lee,	. . . . .	Norwalk, Conn.
Hogan, Marie Gertrude,	. . . . .	Dorchester.
Howard, Pauline Sumner,	. . . . .	Mattapan.
Lewis, Bertha,	. . . . .	Holliston.
Lyon, Marguerite Helen,	. . . . .	Dorchester.
MacDow, George Wilson,	. . . . .	Beachmont.
Peabody, Mabel Florence,	. . . . .	Danvers.
Power, Alice Helene Marie,	. . . . .	Dorchester.
Sullivan, Catherine F., <sup>2</sup>	. . . . .	East Boston.
Weaver, Frances Edna,	. . . . .	Mattapan.

**Summary.**

Students of the elementary course,	. . . . .	194
Special Students, elementary course,	. . . . .	7
Students of the commercial course,	. . . . .	41
Special students, commercial course,	. . . . .	12
		<hr/>
		254

Whole number of students from opening of school,	. . . . .	5,814
Whole number of graduates,	. . . . .	3,062
Number of certificates for one year's work,	. . . . .	77

<sup>2</sup> Left before the end of the first half year.





## Certificate Required for Admission to a Preliminary Examination.

\_\_\_\_\_ 1910.

\_\_\_\_\_ has been a pupil in the  
\_\_\_\_\_ School for three years, and is, in my  
judgment, prepared to pass the normal school preliminary examination in  
the following group or groups of subjects and the divisions thereof:—

Group II. \_\_\_\_\_ Group IV. \_\_\_\_\_

Group III. \_\_\_\_\_ Group V. \_\_\_\_\_

Signature of principal or teacher, \_\_\_\_\_

Address, \_\_\_\_\_

.....

## Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M \_\_\_\_\_  
is a regular graduate of a four years' course of the \_\_\_\_\_  
\_\_\_\_\_ High School, and that, to the best of my knowledge  
and belief, \_\_\_\_\_ he is a person of good moral character.

\_\_\_\_\_ *Principal.*

\_\_\_\_\_ 1910.

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STATE NORMAL SCHOOL  
SALEM MASSACHUSETTS

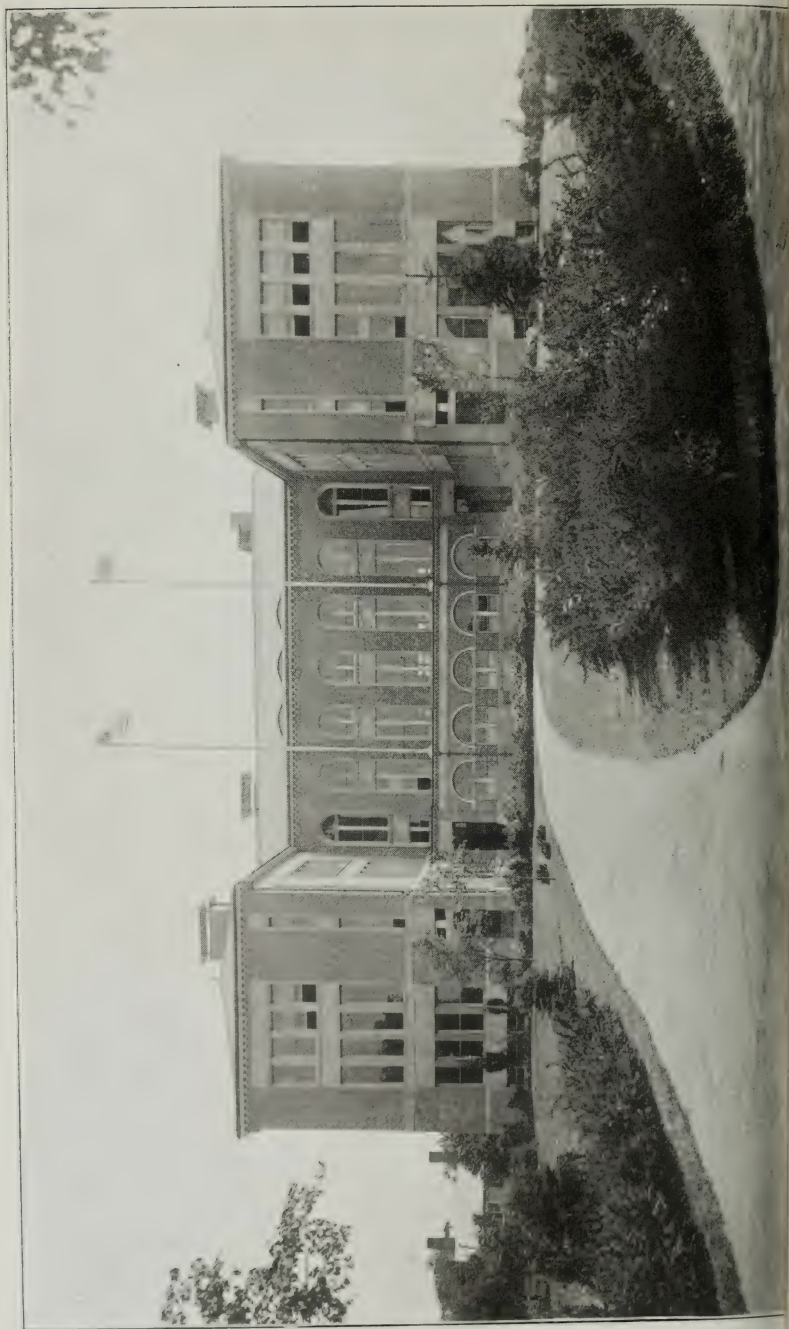


FIFTY-SEVENTH YEAR  
1910-1911









STATE NORMAL SCHOOL. SALEM

# STATE NORMAL SCHOOL SALEM MASSACHUSETTS



FIFTY-SEVENTH YEAR

1910-1911

APPROVED BY  
THE STATE BOARD OF PUBLICATION.



# STATE BOARD OF EDUCATION.

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FREDERIC LYNDEN BURNHAM, . . . .	Cambridge.
CHARLES R. ALLEN, . . . .	Boston.

## INSTRUCTORS.

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### The Normal School.

JOSEPH ASBURY PITMAN, . . . . .	PRINCIPAL.
Theory and practice of teaching.	
HARRIET LAURA MARTIN, . . . . .	Librarian. Mathematics, Latin, English.
JESSIE PUTNAM LEAROYD, . . . . .	English.
CHARLES FREDERICK WHITNEY, . . . . .	Manual arts.
MARY ALICE WARREN, . . . . .	Physical training, physiology, nature study, gardening.
GERTRUDE BROWN GOLDSMITH, A.B., . . . . .	Psychology, biology.
FRANCIS BOUTELLE DEANE, . . . . .	United States history, civics, general history, History of education.
HELEN HOOD ROGERS, . . . . .	Physical training, reading.
CASSIE LUCRETIA PAINE, . . . . .	Supervisor of practice teaching. Child study.
FRED WILLIS ARCHIBALD, . . . . .	Music.
HARRIET EMMA PEET, . . . . .	Literature, arithmetic.
LOUISE CAROLINE WELLMAN, . . . . .	Secretary
SUMNER WEBSTER CUSHING, M.A., . . . . .	Geography, physiography, geography of commerce, economic geography.
ARTHUR JOHN MEREDITH, Ph.B., . . . . .	Bookkeeping, commercial law, economics, history of commerce, arithmetic.
CLARA ELLEN TOWNSEND, Ph.B., . . . . .	Shorthand, typewriting.
CHARLES ELMER DONER, . . . . .	Penmanship.
WALTER GEORGE WHITMAN, A.M., . . . . .	Physical science, physiography.
MAY HEATH NOYES, . . . . .	Kindergarten methods.

### Training Department.

#### The Practice School.

HERBERT LESLIE RAND, Principal, . . . . .	Gardening, carpentry.
EMMA ELIZA CAMPBELL, . . . . .	Grade eight. Cooking, sewing.
MAUD SARAH WHEELER, . . . . .	Grade seven. Cooking, sewing.
MILDRED BEATRICE HOPLER, . . . . .	Grade six. Sewing.
BESSIE JORDAN WELCH, . . . . .	Grade five. Sewing.
MARY TURNER FORD, <sup>1</sup> . . . . .	Grade four.
MARY ELIZABETH JAMES, . . . . .	Grade three.
BERTHA LOUISA CARPENTER, . . . . .	Grade two.
GERTRUDE MARCH, . . . . .	Grade one.
MAY HEATH NOYES, . . . . .	Kindergarten.

<sup>1</sup> Substitute teacher, 1910-1911.

**The Bertram School.**

ELIZA CLARA ALLEN,	. . . . .	Grades three and four.
DOROTHY GENIEVE STEVENS,	. . . . .	Grade two.
MILDRED MAY MOSES,	. . . . .	Grade one.
ALICE MARTHA WYMAN,	. . . . .	Kindergarten.

**The Farms School, Marblehead.**

GERTRUDE ELLA RICHARDSON,	. . . . .	Ungraded.
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The necessary opportunity for observation and practice teaching for students in the commercial department is afforded in the Salem Commercial School and the Salem High School.

## OFFICERS.

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### Officers of the Salem Normal Association, 1910-1931.

MRS. ABBIE RICHARDS HOOD, Beverly (Class LVII.),	<i>President.</i>
MISS JESSIE PUTNAM LEAROYD, Danvers (Class LI.),	<i>Vice-President.</i>
MISS MARY A. GRANT, Salem (Class LXX.),	<i>First Secretary.</i>
MISS MARY ELIZABETH JAMES, Salem (Class LXXXV.),	<i>Second Secretary.</i>
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MRS. SUSAN FARNHAM THORNDIKE, Peabody (Class LXXIII.),	
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G. FLORENCE SWANSON,	<i>Secretary.</i>
GENORIE P. SOLOMON,	<i>Treasurer.</i>

### Members of the School Council.

J. ASBURY PITMAN,	} <i>Faculty.</i>
M. ALICE WARREN,	
WALTER G. WHITMAN,	
MAUDE W. NELSON,	} <i>Senior Class.</i>
MARY L. EDMANDS,	
EVA L. MCPHETRES,	
ABBIE E. WHALEN,	
DORA C. PEDERSEN,	
AGNES E. O. BURNS,	} <i>Junior Class.</i>
IDA M. GEORGE,	
PERNAL S. JOHNSON,	
WINIFRED B. WATKINS,	
JOHN J. MCGLEW, JR.,	

## CALENDAR FOR 1911=1912.

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### Spring Recess.

From close of school on Saturday, February 25, 1911, to Tuesday, March 7, 1911, at 9.20 A.M.

From close of school on Saturday, April 29, 1911, to Tuesday, May 9, 1911, at 9.20 A.M.

### Graduation Week.

Monday, June 19, 1911, Class Day.

Tuesday, June 20, 1911, at 10.30 A.M., graduation.

Tuesday evening, reception of the graduating class.

### First Entrance Examinations.<sup>1</sup>

Thursday, June 22, 1911.<sup>2</sup>

8.30-9.30 A.M. — Registration. (In the assembly hall.)

9.30-11.30 A.M. — Group I.

11.30 A.M.-12.30 P.M. — Group III.

2-4 P.M. — Group IV.

Friday, June 23, 1911.<sup>2</sup>

8.30-9.30 A.M. — Registration. (In the assembly hall.)

9.30-11.30 A.M. — Group II.<sup>3</sup>

11.30 A.M.-12.30 P.M. — Group V.

9.30-11 A.M. — Group VI. (a).

11 A.M.-12.30 P.M. — Group VI. (b and c).

1.30-2.30 P.M. — Group VI. (d).

2.30-3.30 P.M. — Group VI. (e).

3.30-4.30 P.M. — Group VI. (f).

### Second Entrance Examinations.<sup>1</sup>

Tuesday and Wednesday, September 5 and 6, 1911.

(Hours and order as above.)

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<sup>1</sup> See page 67.

Individual examinations in reading will be given throughout the day.

<sup>3</sup> Candidates who have conflicts between Groups II. and VI. may arrange, in advance, for an examination in Group II. on Thursday.



### **Beginning of School Year.**

Thursday, September 7, 1911, at 9.20 A.M.

### **Thanksgiving Recess.**

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

### **Christmas Recess.**

From close of school on Thursday, December 21, 1911, to Tuesday, January 2, 1912, at 9.20 A.M.

### **Beginning of Second Half-year.**

Monday, January 29, 1912. • ■

### **Spring Recess.**

From close of school on Friday, February 23, 1912, to Monday, March 4, 1912, at 9.20 A.M.

From close of school on Friday, April 26, 1912, to Monday, May 6, 1912, at 9.20 A.M.

### **Graduation.**

Tuesday, June 18, 1912, at 10.30 A.M.

### **First Entrance Examinations.**

Thursday and Friday, June 20 and 21, 1912.  
(Hours and order as above.)

### **Second Entrance Examinations.**

Tuesday and Wednesday, September 10 and 11, 1912.  
(Hours and order as above.)

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NOTE. — The daily sessions of the school are from 9.20 to 12.30 and from 1.30 to 3 o'clock. The regular weekly holiday of both the Normal and the practice schools is on Saturday.

The telephone call of the school is "Salem, 375."

The principal's residence is at 260 Lafayette Street, and his telephone call is 149-1.

# STATE NORMAL SCHOOL,

SALEM, MASSACHUSETTS.

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## AIMS AND PURPOSES.

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore, no student may be admitted to or retained in the school, who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all practical teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, and to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of real service.

## ADMISSION.<sup>1</sup>

### General Requirements.

Candidates for admission must, if young women, have reached the age of sixteen years, and if young men, the age of seventeen years, and they must declare their intention to teach, and to complete the course of study if possible. Their fitness for admission will be determined:—

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<sup>1</sup> See also pages 39, 40 and 67.

- (1) By their standing in a physical examination.
- (2) By their moral character.
- (3) By their high school record.
- (4) (a) By certificate or (b) By written examination.
- (5) By an oral examination.

### (1) PHYSICAL EXAMINATION.

A certificate of good health, signed by a physician, must be presented by every candidate for admission to the school.

### (2) MORAL CHARACTER.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

### (3) HIGH SCHOOL RECORD.

It may be said, in general, that if the work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take subjects not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with complete records of the high school standing of all candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the less difficulty they will meet in satisfying the examiners as to their fitness.

## (4a) ADMISSION BY CERTIFICATE.

At the regular meeting of the Board of Education held on May 2, 1907, the following votes were passed:—

College graduates may be admitted to the State normal schools without examination, and may receive a diploma after satisfactorily completing a course of one year, requiring at least twenty recitation periods per week and including the advanced pedagogy and practice of the senior year.

Candidates from high schools which are on the certificate list of the New England College Entrance Examination Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school.

Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.

High schools desiring this approval should correspond with the State Commissioner of Education.

French may be taken in the preliminary examinations.

Blank forms for certificates may be obtained at the office of the State Board of Education, Room 303, Ford Building, Boston, or at the school.

## (4b) WRITTEN EXAMINATION.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*):—

I. *Language*.—(a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics*.—(a) Algebra and (b) plane geometry.

III. *United States History*.<sup>1</sup>—The history and civil governments of Massachusetts and the United States, with related

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<sup>1</sup> No substitute will be accepted.



geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science*. — (a)<sup>1</sup> Physiology and hygiene, and (b) and (c) any two of the following, — physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music*. — (a) Elementary mechanical and freehand drawing with any one of the topics, — form, color and arrangement, and (b) music.

VI. *Commercial Subjects*. — (See page 40.)

### (5) ORAL EXAMINATION.

Each candidate will be required to read aloud in the presence of the examiner. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as to give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

### General Requirements in English for All Examinations.

*No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.*

### Special Directions for Written Examinations.

#### Group I. — Language.

(a) *English*. — The subjects of the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1910–1915 is as follows: —

Shakespeare's *Macbeth*; Milton's *Minor Poems*, or Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of*



*Arthur; Burke's Speech on Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.*

The purpose of the examination is to discover (1) whether the student has acquired good habits of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

(b) *Either Latin or French.* — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

### *Group II. — Mathematics.*

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

### *Group III. — United States History.*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and

the United States. Collateral reading in United States history is strongly advised — also in English history so far as this history bears conspicuously on that of the United States.

A course in history and civics in the senior year in the high school is strongly recommended.

#### *Group IV. — Science.*

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use. A course of at least a half-year in the high school is advised.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany and Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

#### *Group V. — Drawing and Music.*

(a) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, — including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, chromatics, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or time phrases sung or played.

*Group VI. — Commercial Subjects.*

(See page 40.)

**Division of Examinations.**

Candidates may be admitted to a preliminary examination in one or more of the following groups a year in advance of their final examination: —

- I.<sup>1</sup> French.
- II. Mathematics.
- III. United States history.
- IV. Science.
- V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See page 67.)

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

**Equivalents.**

Persons desiring to enter the school, whose courses of study have been equivalent to, but not identical with, the requirements for admission, are advised to correspond with the principal. Each case will be considered upon its merits, and in deciding the question of admission there will be a serious effort to give all the credit that is due. Experience in teaching, according to its amount and kind, is regarded as very valuable.

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<sup>1</sup> The group known as *I. Language* must be reserved for the final examinations, with the exception of French, as indicated above. It will doubtless be found generally advisable in practice that the group known as *IV. Science* should also be reserved.

### **Students from outside the State.**

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be admitted as students on payment of fifty dollars per year, of which sum one-half is payable at the beginning of the year, and the other half at the middle of the year. This applies to all courses.

### **Special Students.**

College graduates, graduates of normal schools, and other persons of suitable attainments, including those who have had considerable experience in teaching, may, by arrangement with the principal, select a year's work from the regular program of the elementary course. If this work embraces not less than twenty recitation periods per week of prepared work, and includes the course in pedagogy and practice teaching, the student will receive a certificate for the same upon its satisfactory completion.

Advanced students are also admitted to elective courses in the commercial department.

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in desiring to enter the school is required, and those who do not intend to remain at least a full year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

In other cases it is sometimes found possible for those who have had experience in teaching, without a previous normal course, to enter the school and derive great benefit from a half



year's work. Some of our most earnest students have been of this class. But special students who do not intend to identify themselves with the school are not desired. Neither is there room for those who do not have a serious purpose of study and self-improvement, but who wish rather to secure a brief nominal membership in a normal school, in order to obtain a better position.

### ELEMENTARY COURSE OF STUDY.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects:—

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them:—

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic, algebra and plane geometry.<sup>1</sup>

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, physiography, botany, zoölogy, geography, physiology and hygiene, nature study, gardening.

(e) Manual arts; vocal music; physical training; penmanship.

II. (a) The study of man, body and mind, with reference to the principles of education; the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in teaching.

The time required for the completion of this course depends entirely upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years is insisted upon. Students who expect to teach in the upper grades of the grammar school will receive special preparation, and may elect a third year of advanced work, including observation and practice in these higher grades. A diploma is given when any course is satisfactorily completed.

<sup>1</sup> Not required of students who are preparing to teach in the first six grades.



### CONDITIONS OF GRADUATION.

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to diploma. While the fact is recognized that predictions regarding the success or failure of normal school students as teachers always involve a greater or less degree of uncertainty, it is nevertheless felt that the school owes its chief responsibility to the Commonwealth. Its duty is not fully discharged by the application of academic tests; certain personal qualities are so essential and their absence so fatal to success in teaching that the candidate for graduation must be judged in part from the standpoint of personality.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

### THE MODEL AND PRACTICE DEPARTMENT.

Mr. RAND, Principal; Miss PAINE, Supervisor of Practice Teaching.

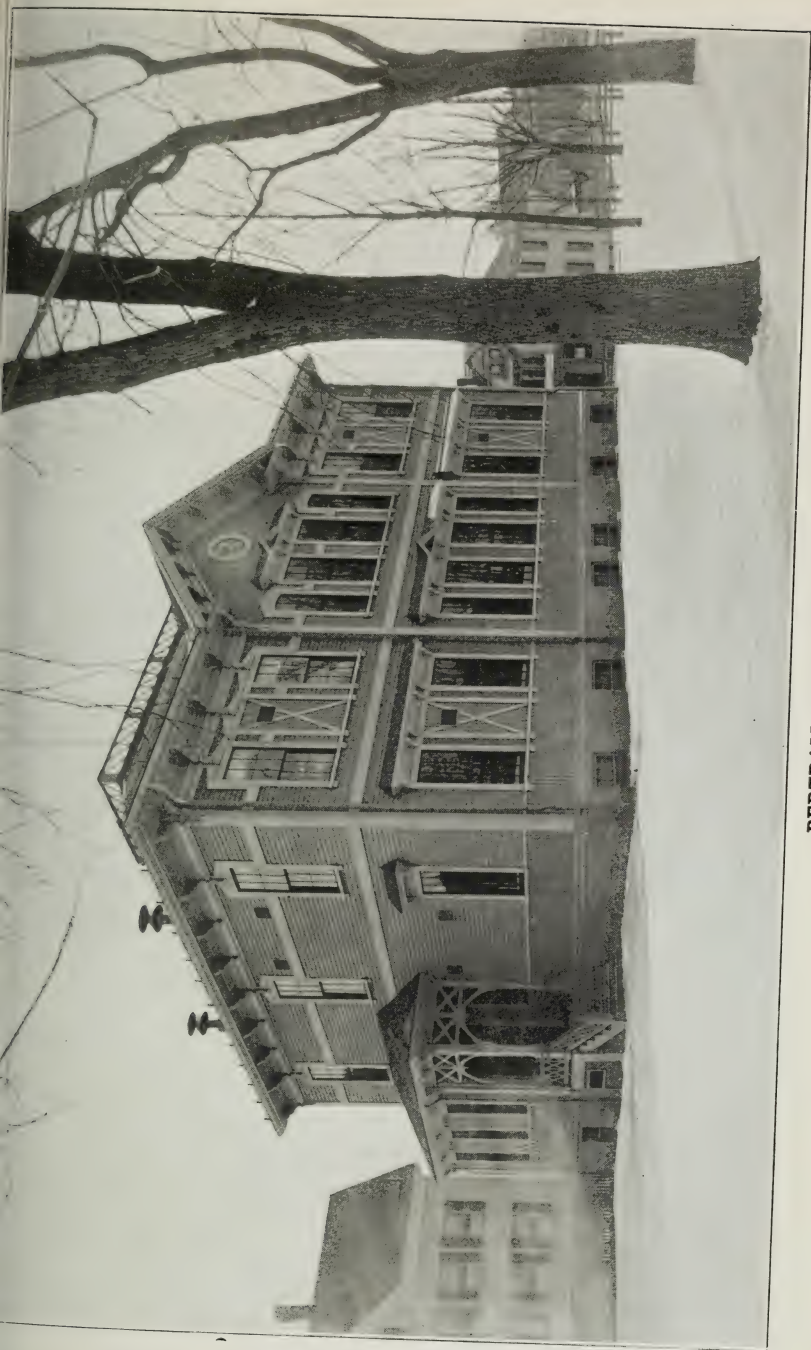
In co-operation with the school committee of the city of Salem the State normal school maintains in its building a complete system of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes kindergarten and primary classes in the Bertram school building and a model ungraded school in Marblehead. The teachers are nominated by the principal of the normal school, and they are elected by the school committee. The assignment of pupils is in the hands of the local authorities, so that the children do not constitute a picked company.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly vent-



MODEL RURAL SCHOOL.





BERTRAM PRACTICE SCHOOL.







PLAYGROUND EQUIPMENT MADE BY BOYS OF SEVENTH AND EIGHTH GRADES.



lated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory in which the normal school students are taught. In the model and practice school located in the normal school building, a large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it easy to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service.

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergartens, and all members of the senior class are required to take a short course in the theory and methods of the kindergarten and its relations to the rest of the elementary school system. Arrangements have also been made for the seniors to gain a limited amount of experience in teaching in the upper grades of the Pickering grammar school in this city.

## ELEMENTARY COURSE.

### Junior Year.

		Periods Weekly.
English, }	one-half year each, . . . . .	4
Literature, }		
Reading, . . . . .		1
Mathematics, <sup>1</sup> . . . . .		2
Physiography, . . . . .		2
Physical science, . . . . .		2
Biology, }	one-half year each, . . . . .	4
Psychology, }		

<sup>1</sup> Not required of those students who are preparing to teach in the first six grades.

	Periods Weekly.
History of United States, . . . . .	3
Manual arts, . . . . .	2
Music, . . . . .	2
Penmanship, . . . . .	1
Gymnastics, . . . . .	2

### Senior Year.

	Periods Weekly.
English, . . . . .	2
Literature, . . . . .	2
Reading, . . . . .	2
Arithmetic, . . . . .	3
Geography, . . . . .	2
Nature study, . . . . .	2
Pedagogy, . . . . .	2
Child study, . . . . .	12 weeks each, . . . . .
Kindergarten methods, } . . . . .	
History of education, . . . . .	1
Latin (elective), . . . . .	1
Manual arts, . . . . .	2
Music, . . . . .	2
Penmanship, . . . . .	1
Gymnastics, . . . . .	2

## AIM AND SCOPE OF THE COURSE OF STUDY.

### English Language.

MISS LEAROYD.

The study of language is continued throughout the two years. As the students come from many different schools, their preparation is varied. It is therefore necessary during the first year to consider the essential qualities of language, in order to lay a uniform foundation for the intelligent discussion of the work in language in the lower grades.

The subjects taken are considered chiefly from the standpoint of the teacher. Suggestions are given for planning and presenting subjects to a class, and opportunity is given for practice before the normal school class. Frequent oral and written criticisms are required. The students are expected gradually to assume the responsibility of the work in the classroom.

<sup>1</sup> During the period spent in the practice schools.



As far as possible, the work in English is associated with that in other branches, and the student is made to feel the importance of a skilful use of language both in speech and in writing. Those who are especially deficient in knowledge or in practice are expected to give the subject extra attention.

In the second year the teaching of English is considered. Good books on the subject are read by the class, for the purpose of gaining a high ideal and inspiration for the work. A course of study in general language work is suggested, to be used as a basis for class discussion and as a guide for individual work in planning different types of lessons. The best order of topics in grammar is considered, and exercises are planned and given.

The observation of the work in the practice school serves to emphasize and illustrate points discussed.

### **Literature.**

Miss PEET.

That the work in literature may have direct bearing professionally and some freshness of approach, the courses begin with study of children's literature in the junior year, supplemented with work in general literature for point of view and personal culture. This is followed in the senior year by further investigations in the field of general literature.

The course in children's literature covers four periods a week during half the junior year. It embraces (1) studies in poems, hero tales, classic legends, realistic stories, studies in humor, and recreational and home reading for children; (2) brief studies in the sources of children's literature, — old world literature, American poets and writers; and (3) aims and methods of teaching literature.

With studies in children's literature as a basis the students work first for power not only to see the beauty in literature but to interpret it to their classmates. With some accomplishment in this, and with the observation of work with children as a background, the students work next for power (1) to get thought from others by questioning and other methods of arousing a discussion; (2) to teach the meaning of an unfamiliar vocabulary; (3) to inspire good reading; and (4) to get such composition work as is a natural outgrowth of the study of a selection in literature.



This work for teaching power is followed by a survey of the fields of literature from which selections may be made with a study of the development of children through literature. In this work special attention is paid to the possibilities of the subject as a means for moral and æsthetic culture; the relation of the school to a child's home and recreational reading; and, lastly, the influence of the school festival and other entertainments.

As the most economical approach in the senior year to the broad field which a general course in literature must cover, the work is classified by literary forms. The work covers studies in ballad literature, folk and modern; the evolution of the lyric from Elizabethan times to those of Tennyson, inclusive of the song, sonnet, ode and idyl; and brief studies in the drama, novel, short story and the essay. In these studies, since one great interest in literature is the revelation of personality, attention is given to the lives and thoughts of the most famous masters.

The course covers one period a week. The method of work is largely that of individual research work by the students with class reports and occasional talks and lectures.

### Reading.

MISS ROGERS.

*Junior Year.* — The work for the greater part of this year aims to awaken interest in oral reading, and an appreciation of the student's present and future need of power in this direction. To this end oral reading is practised, and the study of phonetics begins incidentally with the effort to correct individual faults in pronunciation and articulation. The selections read are mainly those that may be used in the grades. Some are masterpieces of literature, others are taken from current magazines and newspapers, while others are simple stories and poems for very young children.

The latter part of the year is devoted to the method of teaching reading which is in use in the practice school. Some knowledge of phonetics, and practice in story-telling and dramatization, are given in this connection.

*Senior Year.* — This course deals with methods of teaching reading and literature in the grades, with special emphasis on the work of the first years. The work with methods of teaching

reading, begun in the junior year, is continued, and story-telling and dramatization in relation to children's literature are considered.

*Middle Year.* — During this year students who devote three years to the elementary course have work in reading which aims to supplement the work of the junior year, thus giving a broader preparation for the practice work of the senior year.

### **Elementary Latin.**

(Elective.)

Miss MARTIN.

The class is organized for the consideration of methods of teaching first-year Latin. It is open to special students, and to students of the second or third year whose standing warrants the undertaking of an additional subject.

The general purpose of Latin study and the results to be secured in first-year work are considered, and the means of attaining these results discussed. Leading text-books for beginners are examined, and enough lessons developed to give an intelligent appreciation of the author's plan and method. As the work of the teacher of elementary Latin is largely of the nature of drill, discussion and illustration of modes of drill receive a large share of attention.

The finest result in the teaching of a foreign language is the development of a *feeling* for that language. It is with this end in view that the teacher gives his first lesson, and the end is the constant inspiration of his method.

### **United States History.**

Miss DEANE.

The study of United States history is included in the second year of the course. The work is planned with two general aims in view: (1) the review and establishment of the essential facts and principles of American and allied English history, treated from the academic standpoint; and (2) the consideration of the material in its adaptation to the elementary school. Effort is made to broaden the student's acquaintance with authoritative historical works and to aid him in the selection and handling of material. To this end, special presentations of topics requiring research have an important place in the plan of study.

The elements of civil government are considered from the standpoint of their actual operation rather than from that of theory, thus necessitating attention to current political events. Book study of the principles of government must be supplemented by familiarity with concrete examples.

### **Arithmetic.**

Miss PEET.

There is an arithmetic of books and one of actual concrete situations in life. When the first is taught to the exclusion of the latter, the pupil has but a poor incentive for the study, and gains but little ability in the application of his knowledge. To avoid the narrowness of such a training the arithmetic is brought into contact with the activities of the student. It is based upon manual training, nature study, geography, and other interests of the school, home and community life. The work with the training class covers the senior year. During the first half of the year the class reviews advanced arithmetic and develops methods of teaching it. Books are used for reference, but the endeavor here, as elsewhere, is to find the arithmetic of the actual office, shop and home. During the second half of the year the class discusses the principles underlying the number work of the primary school and works out their application through teaching exercises.

### **Mathematics.**

Miss MARTIN.

The course includes study of *form* and study of *number*. It aims on the one hand to unify, and on the other to individualize and classify, the knowledge which students bring from their previous study. Practical application of geometrical truth is made in field work and in the mensuration of the common plane figures and solids. The study of number is from the algebraic point of view. Processes are investigated and explained with reference to practical teaching. The quantity of work done is determined largely by the amount and quality of preparation and the individual needs of the students, and thus may naturally vary from year to year.



### **Psychology.**

MISS GOLDSMITH.

The course in psychology extends throughout the junior year and makes the foundation for the work in pedagogy and child study of the senior year. The aim is to secure a clear understanding of the fundamental laws which govern mental activity, as well as to develop a larger sympathy with human life as a whole and an appreciation of the conditions existing in immature minds. Careful attention is given to the processes by means of which knowledge is acquired and elaborated, the sources of knowledge, both general and psychological, and the function and development of the mental faculties. The subjects of habit and reflex action, perception, conception, memory, imagination, imitation, instinct, judgment and reasoning, emotion and volition are made of special importance. Since the work is intended to be of practical value rather than of merely theoretical interest, illustrations from the daily life of the student and from observation of child life, also applications to teaching, are demanded throughout the course.

### **Pedagogy.**

MR. PITMAN.

The course in pedagogy extends throughout the senior year. Its chief aim is to develop an understanding of the principles of education as derived from the study of psychology in the junior year, and of their application to school organization and government and to the art of teaching. The course comprises a study of the various educational agencies; of the educational values of the several subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; and of the hygiene of the schoolroom. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system, and a sufficient knowledge of the school laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

### **History of Education.**

MISS DEANE.

The course in history of education is included in the senior year. The plan of study follows two lines of development: (1) the analysis of the historical evolution of the educational system, tracing the great movements in their related order; and (2) the study of the lives of leaders of educational progress, particularly those of the modern era. Throughout the course the inter-relation of educational, religious and political conditions is made manifest as a basis for understanding national educational ideals and standards. In tracing the evolution of the present school system especial prominence is given to four topics, the purpose of education, the character of the curriculum, the degree of recognition of individualism, the development of the school as an institution. The course serves particularly to foster an appreciation of teaching as a profession.

### **Child Study.**

MISS PAINE.

The course in child study is carried on with the seniors during their nine weeks of practice teaching. The aim of this course is to study the physical and psychological child as he is found in the average public school.

The distinctive characteristics of the immature human being, as contrasted with the adult, are considered, emphasizing especially those characteristics found in the average school child from five to fourteen years of age. An attempt is made to understand, somewhat, the effects of growth and development, and of nature and nurture, in order to interpret ordinary schoolroom procedure. For this purpose the attention of the students is focused upon the children of the practice school with whom they are actually dealing. Observations are made of the special defects, the interests, habits and activities of the children of the various grades. These observations are supplemented by material de-







rived from the students' own personal experiences, and from their intimate knowledge of children found in other localities.

An analysis of the conditions in the practice school that tend to promote, regulate or supplant the natural tendencies of the children is made, and a comparison with other schoolroom conditions within the experience of the students is constantly encouraged, in the endeavor to discover the best conditions for bringing about the most desirable results.

As can be seen, therefore, throughout the course the laws of psychology and the principles of pedagogy are constantly being analyzed out of and applied to ordinary schoolroom situations. Also, a close observation of all schoolroom procedure must be maintained in order to more intelligently appreciate its purpose in modifying the physical and psychological development of the average public school child.

The two general text-books used — Rowe's *The Physical Nature of the Child* and Kirkpatrick's *Fundamentals of Child Study* — are supplemented by readings from various other authoritative writers. Reports of independent observations and criticisms are passed in weekly.

For the students who are preparing to teach the two upper grades in the grammar schools it is proposed to give a more intensive study of the adolescent boy and girl than is possible or necessary for the students of the regular two years' course.

### **Kindergarten Methods.**

Miss NOYES.

This course does not train students for kindergarten teaching. It is given to the entire senior class, and aims to acquaint them with the methods and materials of the kindergarten, and its function as a foundation and preparation for the primary school. It gives them a practical understanding of the kindergarten, emphasis being placed upon its necessarily close relationship to and connection with the first grade. The importance of this formative period of the child's life, and Froebel's means for successfully developing the child through his own self-activity, are dwelt upon.

The following are the subjects considered: —

Biography of Froebel, the founder of the kindergarten, followed by a study of his principles as contained in *The Education of Man*, and *Mutter und Kose Lieder*.

Nature work as adapted to children of kindergarten age.

Play as an educational factor.

Songs and games.

The gifts and occupations.

Story telling.

Constant opportunity is given the students for carefully supervised observation and practice in the kindergartens as well as in the first grades of the practice school, so that theory may at once be made practical.

### **Biological Science.**

MISS GOLDSMITH.

This course extends throughout the junior year and is planned to give a basis for the comprehensive understanding of human physiology and nature study, both of which courses follow in the senior year. The aim is to lead the student to as clear an understanding as possible in the time allowed of the gradual evolution and increasing complexity of plant and animal life, and to appreciate such great principles as heredity, adaptation to environment, the struggle for existence and protection. Types of plants and animals (*e.g.*, the dandelion, corn, maple tree, starfish, crab, fish) form the basis for class discussion, laboratory work, recitation and economic problems. The students also work out the problem of adapting these forms to work with the children. As much field work is done as time permits, and the collection at the Peabody Academy of Science affords an unusual opportunity for the study of typical animal forms. Through this we hope to arouse in the students a love and appreciation of all living things, a desire for a more intimate knowledge of their surroundings, and a reverently questioning attitude which shall lead to keen observation and careful thinking.



### Physical Science.

The aims of the work in physical science are: to stimulate and foster interest in the science of common things; to provide a fund of useful knowledge about everyday science; and to develop the power of accurate observation, clear thinking and correct expression which are essential to direct others in the study of science.

The class-room work includes demonstrations, informal lectures, reports of special topics and discussion. A large part of the class-room time is used by the students in presenting special topics before the class. About one-third of the time is allotted to individual laboratory work. The object of this work is to give the student sufficient skill in manipulation of apparatus to be able to demonstrate successfully before a class, and to give more intimate knowledge of the substances, processes and principles which are discussed in the class-room. Ample laboratory facilities are provided for independent work by the students.

The following are the courses offered in physical science: —

*A. Physics.* — For students who enter without satisfactory preparation in physics. First half year. Twice a week. A general introduction to physical science, covering the fundamental principles.

*B. Chemistry.* — For students who enter without satisfactory preparation in chemistry. Second half year. Twice a week. A brief elementary course in chemistry, providing a foundation for the chemical work of the course in applied physical science.

(1) *Applied Physical Science.* — Required of students of both the two-year course and the three-year course. One year. Two hours a week. The student is required to have an elementary knowledge of physics and chemistry before entering this course. This course includes many subjects which are important because they are closely related to every-day life. Consideration is given to science questions of the home, public utilities, manufactures, trades and arts. The course aims to give the student a broad outlook over the field of physical science and an insight into ways in which science is useful to man. Excursions are planned to



show the applications of physics and chemistry in commercial use.

(2) *Methods.* — Required of students of the three-year course. One year. Three times a week. The aim of the course is to prepare the student to teach physical science in the grammar grades. Practice is given in devising lessons. Model lessons are presented and discussed in class. Some observation of science teaching in grammar grades is afforded. To increase skill in demonstrating with apparatus, some work in the laboratory is offered. The course covers the subject-matter of physics and chemistry which is appropriate to the grammar school pupil, and in addition gives to the normal school student a broader treatment of the subject-matter than will be required for use in teaching.

### **Physiography.**

Mr. CUSHING — Mr. WHITMAN.

The course in physiography is made to include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of bed rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the background for the earth sciences that are taught in the elementary schools. It is made preparatory to the course in geography that follows the next year.

Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, and a museum of selected fossils.

### **Geography.**

Mr. CUSHING.

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in textbooks on the subject in elementary schools, in map reading, in the use of diagrams, models, pictures, specimens and the other geographic helps.

An intensive study of the pedagogy of geography occupies a period near the end of the course, after the students have gained abundant illustrative material and experience in the previous work of the class and in the practice school. The place of geography in the school curriculum is justified and the part it plays in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied industrial activities. An excellent harbor and near by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

### **Nature Study.**

Miss WARREN.

The aim in this course is to give the student the training needed to teach nature study and related subjects in the elementary schools.

From the study of biological and physical science in the junior year many important facts have been learned of which practical use can be made in adapting the work.

In developing a course for the six lower grades, the student should understand the child's point of view and should keep clearly in mind the aim of the work, viz., that he is to encourage an increasing spirit of inquiry, a closer observation, a greater

familiarity with the habits and uses of plants and animals, a desire to know how to care for them, and an appreciation of the inter-relation of all nature.

In the fall the lower grade work begins with the care and study of some animal pet.

Talks on primitive man, his shelter, food and clothing, and his dependence upon the world about him, lead to an understanding of the means man is using to comprehend and subdue nature's forces that he may utilize them for the good of mankind.

The recognition of trees and lessons on their use and care afford a background for discussions on forestry in the higher grades.

The school garden not only furnishes material for the study of plant and animal life, but is also considered from the æsthetic and economic standpoint.

In the spring a study of soils, of the conditions necessary for germination and experiments with seeds planted in shallow boxes filled with various kinds of soil, is followed with practice in thinning, transplanting, weeding, and by the care of growing plants.

Correlation with drawing and arithmetic is made whenever it is practicable.

Those students who are to specialize for upper grade work should be able to train the child so that he may have a broader knowledge of the subject-matter, a growing appreciation of economic questions and of the inviolability of nature's laws, greater independence in observation and inference and clearer conceptions of exact statements. The application of the principles of physical science, which are too difficult to be understood in the lower grades, should occupy an important place.

### **The School Gardens.**

MISS WARREN — MR. RAND.

Three gardens are conducted by the school; one of them, which occupies a part of the school grounds, is worked on the individual basis. This offers to each student an opportunity not only to plant a small plot of her own and care for it, but also to supervise the work of children from the practice school.





LAYING OUT THE GARDEN.





Thus they learn to make practical the ideas they have gained concerning plant life, and will be able to establish gardens in schools where they may teach.

Another garden, comprising half an acre, located on West Avenue, a short distance from the school, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to the markets. This garden is planted, cared for and the products of it harvested by boys of the seventh and eighth grades. When the garden is planted the boys are in the seventh grade; when the products are gathered and sold they are in the eighth grade. The boys are given a share in the profits, apportioned among them according to efforts they have made in working the garden. The third garden is conducted by the students in connection with their course in geography, and is devoted to grains and grasses.

The work of the individual garden is under the supervision of Miss Warren and the teachers of the practice school, the community garden is supervised by Mr. Rand, while the geographical garden is conducted by the students under the direction of Mr. Cushing.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. They promote a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive, and generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a

basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.

### **Physiology and Hygiene.**

Miss WARREN.

The purpose of the study of physiology and hygiene is twofold; to aid the student in forming right habits of living and to furnish accurate knowledge of principles and facts to be taught to children.

Emphasis is placed upon the knowledge of the danger to the child arising from adenoid growths, enlarged tonsils, neglected colds, decaying teeth, defective eyesight, bad ventilation, the use of public drinking cups and towels, malnutrition and nervous strain.

Students who are fitting themselves to work in the six lower grades of the public schools should prepare teaching exercises adapted to those grades on the needs of daily life; as eating, drinking, breathing, sleeping, playing, working, resting, bathing and clothing. Personal hygiene, school and home sanitation, and emergency lessons receive due consideration.

Those students who are to instruct the pupils of the upper grades should understand the fundamental importance of vital functions and the harmony between structure and function. Work with the compound microscope and discussions of the relation of the cells to the various physiological processes result in clearer ideas of the body as a physical organism. Knowledge of the nutritive, economic and physiological value of foods, of the action and effect of condiments, stimulants and narcotics, is important. The characteristics of bacteria, their presence in milk, food and water, and their relation to disease, are considered. Special stress is laid upon personal hygiene and public sanitation.







### **Physical Training.**

MISS WARREN — MISS ROGERS.

In the work of physical training the Swedish system of gymnastics is employed. Physical exercise has a two-fold purpose; it invigorates the body and it relieves mental tension.

The floor work includes all the fundamental positions of the body, as bending, twisting, jumping, running and marching. It is supplemented by the use of apparatus, which gives added interest and enthusiasm to the work, and a greater opportunity for muscular development. The gymnasium is provided with stall bars and benches, double booms, jumping standards, vertical ropes, a Swedish ladder and a horse. The work is varied occasionally by gymnastic games, which are calculated to develop self-control, precision, dexterity and concerted action. Rhythmic movement is a strong feature of the work. During the senior year opportunities are given the students for conducting gymnastic exercises as practice in teaching.

Association in the gymnasium promotes a social spirit, which serves as a bond of union, and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study. The aim of the work is not only to help the student to gain a more intelligent mastery of the body, but also to train the mental and moral faculties.

The vitality and usefulness of the human body are also furthered by correct carriage, proper breathing and regular bodily exercise. Whatever, therefore, conduces to develop the chest, straighten the spine, purify the blood and distribute it to the various organs, and to improve the personal appearance generally, is a matter of vital importance.

We cannot too strongly emphasize the fact that a sound mind in a sound body is a prime requisite for success and effectiveness in any department of life.

### **Manual Arts.**

MR. WHITNEY.

The manual arts are among the most important and definite processes in education, the outward visible expression of the inner thought, conception or experience. They bring to the individual new and varied experiences and at the same time stim-



ulate thought; the mind broadens, and the individual expresses himself spontaneously.

The teacher is frequently asked, "What are the aims or the results to be obtained through the study of the manual arts?" Some of the answers are found in the following statements:—

It gives command of the one universal language.

It cultivates accuracy of observation.

It develops appreciation of the beautiful.

It gives power to express beauty.

It develops skill of hand and eye.

It encourages originality.

It promotes appreciation of excellence in manufactured articles.

It increases the value of our industrial products.

It helps to establish good habits of thought and action.

It awakens an interest in the mind of the child when other studies fail.

It is indispensable in many other studies.

It gives to many a means of livelihood.

The manual arts is a broad term, and includes the topics found in the following outline:—

Representation: line, mass, color.

Composition: line, area, color.

Construction: material, use of tools, motif.

*Representation.*—This topic covers such work as nature drawing, object drawing in all its phases, freehand paper cutting, modeling and illustrative sketching, and involves the use of pencil, pen and ink, crayon, chalk, water colors, etc., as the mediums for expression.

*Composition.*—Composition is a term used in its broad sense, and bears upon original arrangements and design. It also includes the theory of color and the application of color harmonies. Here again a choice of the most appropriate medium must be considered.

*Construction.*—The work in construction comprises both the above-mentioned subjects and their application in the making of things. Objects for various purposes are discussed, their fitness is considered, freehand sketches are made, as well as the necessary mechanical drawings, compositions in line, area and color





SHOP WORK.





EIGHTH GRADE BUILDING BLACKSMITH SHOP.



are planned, and the result of these problems is the finished product. Such projects involve many other studies, for the pupil must know something of the material he is using, its source and manufacture; he must understand something of the type of wood, metal, leather, fabric, reed, raffia, cardboard and other material, and of the tools and appliances necessary in the handling of such.

The brief outline suggested above includes the work of both the normal and the practice schools, and is varied to meet the demands of the different grades.

It is the constant effort of the department to make itself helpful in meeting the problems of school life, and to complement the work of the other departments. Each year there is given a course of lessons in free blackboard sketching, which is a very important accomplishment for the grade teacher. Such work awakens interest, holds the attention, and cultivates a desire on the part of the child to express himself in the same free and spontaneous manner.

Occasional lectures are given by the State supervisor of drawing and others upon important subjects influencing the manual arts in the public schools, and upon more general topics in art. These lectures have a decided influence upon the pupils, and create an interest in many lines of art study and industrial training. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupils observe their application in the work with children. Students who complete the course should be able to plan and arrange adequate outlines of work for use in their own teaching, or to follow intelligently the outline of a supervisor.

## **Music.**

Mr. ARCHIBALD.

The work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Voice culture, song interpretation, ear training and sight reading, introducing the various problems of time and tune, are taught. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered:—

(a) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(b) Musical appreciation through listening to good music performed by the students and by professional artists, and also through the use of a piano player.

(c) Chorus singing in preparation for the graduation exercises.

A good library of pianola rolls is at the disposal of the students, and much laboratory work in music is accomplished.

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra and the Boston Opera Company are obtained for students upon application.

## **Penmanship.**

Mr. DONER.

Penmanship is taught during both the junior and the senior years. One period each week is devoted to practice under the personal direction of the supervisor, for the purpose of developing a plain, practical style of writing. Students are required to practice at least fifteen minutes a day, and to submit their practice work to the supervisor for inspection, criticism and gradation.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. Students will be able to write well if they conscientiously try to apply the movement in all their written work. Since writing is essentially a co-ordinated movement, it has to be developed through patient and persistent practice. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have ample opportunity to observe the teaching done by the supervisor and the regular teachers in the practice school. During the senior year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public school.

A teacher cannot teach what she does not know. Therefore, the purpose in this department is to give the students a practical working knowledge of the subject of penmanship, so that they will be able to write well themselves and in turn teach others to write well. Theory and practice go hand in hand, but the students are given so much of the practical side that the theory becomes a reality.

## **COMMERCIAL DEPARTMENT.**

### **Entrance Requirements.**

The requirements for admission to the prescribed course of three years will be the same as for students who apply for admission to the elementary course, except that graduates of commercial courses in approved high schools will also be eligible. The latter may choose, from the subjects classified below under Group VI., substitutes for those required under Groups II.-V. (see page 13). Certificates will be accepted in lieu of examination in those subjects in which candidates have attained a rank of not less than *B*, or eighty per cent., and examinations will be given in other subjects. Students who complete this course will receive special diplomas.

A condensed course of one or two years will be offered to graduates of colleges, normal schools and private commercial schools, and to teachers of experience. Appropriate certificates will be awarded to special students who complete approved courses of study.

*Group VI. — Commercial Subjects.*

(a) *Bookkeeping.* — Ability to open and close a set of books by single or double entry, to change from single to double entry, to explain and illustrate the use of the different books.

(b and c) *Shorthand and Typewriting.* — Mastery of the principles of Pitmanic shorthand and their application, and of the word-signs and contractions of the particular system studied. Transcription on the typewriter of dictated material, to test accuracy in reading shorthand notes. Much importance is attached to correct spelling, capitalizing and paragraphing, and to skill in arranging typewritten material on a page.

A similar examination in Gregg shorthand will be given for those who wish to offer this instead of a Pitmanic system.

(d) *Commercial Arithmetic.* — Computations relating to extending and footing bills; percentage, including interest, discount, partial payments, commission and brokerage; partnership settlements; etc.

(e) *Commercial Law.* — Knowledge of such phases of law as contracts, negotiable paper, agency bailments, partnership, corporations and insurance. Ability to draw up approved legal forms such as powers-of-attorneys, checks, and notes.

(f) *Commercial Geography.* — A knowledge of principles that control the production, distribution and consumption of commodities, gained from a study of the local environment and a standard text, will fit the candidate for this examination.

**The Course of Study.**

**JUNIOR YEAR.**

	Hours per Week.
English, . . . . .	2
Shorthand, . . . . .	4
Typewriting, . . . . .	5
General history, . . . . .	2
Physiography, . . . . .	2



	Hours per Week.
Commercial arithmetic, . . . . .	2
Elementary bookkeeping, . . . . .	4
Penmanship, } half year each, . . . . .	2
Physiology, }	
Gymnastics, . . . . .	2
Music, . . . . .	1
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## MIDDLE YEAR.

English, . . . . .	2
Penmanship, . . . . .	
Commercial correspondence, } half year each, . . . . .	2
Shorthand, . . . . .	3
Typewriting, . . . . .	3
American history and civics, . . . . .	3
Industrial physics, . . . . .	
Industrial chemistry, } half year each, . . . . .	2
General geography, . . . . .	
Commercial geography, } half year each, . . . . .	3
Bookkeeping, . . . . .	3
Psychology, . . . . .	3
Gymnastics, . . . . .	2
Music, . . . . .	1
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	27

## SENIOR YEAR.

Literature, . . . . .	4
Shorthand, . . . . .	3
Typewriting, . . . . .	3
History of commerce, . . . . .	2
Commercial law, } half year each, . . . . .	3
Economics, }	
Industrial geography, . . . . .	3
Penmanship, . . . . .	1
Advanced bookkeeping, . . . . .	3
Pedagogy, . . . . .	2
(Observation and practice teaching, 9 weeks.)	
Gymnastics, . . . . .	2
Music, . . . . .	1
	—
	27



## English.

Miss LEAROYD.

The course is planned for two years. It is intended to give the students a thorough knowledge of the language as far as it may be obtained by consulting reference books on the subject and by reading literature, and to offer systematic training in expression in speech and writing. At first, the aim will be to ascertain the needs of the individual, and to establish habits of accuracy and of systematic methods of work. Exercises in spelling, definition, dictation, taking notes from dictation and letter writing, including the phraseology of business English, will receive attention in proportion to the needs of the class. A detailed study of words, the sentence, the paragraph and the whole composition will form the basis of most of the work of this year. Frequent opportunity will be afforded to students to write short daily themes and occasional long themes, to plan talks efficiently and to gain ease in speaking before the class.

During the second year an effort will be made to arouse the students to an interest in the best works of modern literature. The reading and discussion will be concerned chiefly with subjects involving description and explanation. Exercises for cultivating accuracy and fluency will be continued. Themes will include the results of extended study on some topic connected with trade and industry; review and criticism of commercial text-books. There will be an opportunity for the students to test their power of presenting subjects clearly to the class and of directing the work of the class room, and to acquire skill in careful and just criticism.

It is hoped that the result of the work of the two years will be to give confidence and power in clear and easy expression both in speech and writing.

## Commercial Correspondence.

Miss LEAROYD.

Two hours a week for a half year are devoted to the study of forms of business correspondence and to practice in the writing of business letters. It is desirable to establish high aims in the form of the business letter, and clearness and ease in expression,

and at the same time to make the subject practical. On the professional side the importance of the study to high school classes is considered and methods and text-books are discussed. Some of the clerical work of the school furnishes additional drill.

### **Literature.**

The course in English literature is mainly cultural. It aims to give an appreciation of literature in an intimate relation with our modern social and economic point of view; and to develop, as far as a single course can hope to, the breadth of view essential for every teacher. In the literature covered special emphasis is laid upon the evolution of the periodical and the essay. The first covers the ground from the *Spectator* to the *Century* and the *Atlantic*; and the second includes such essayists as Lamb, Macauley, Carlyle, Emerson, Arnold, Warner, and Stevenson. Further than the work on periodicals and the essay, the course consists of a brief study of the novel and the short story and a more extensive study of the poets of the nineteenth century, — Tennyson, Browning, Arnold, Morris, Clough and Swinburne.

### **History.**

MISS DEANE.

The chief aim of the courses in history is the comprehension of present economic and political conditions as revealed through the study of their development. To this end the work is arranged in three courses, for successive years, including general history, American history and civics, and the history of commerce. Thus, the background is furnished, by the preliminary survey of general history, for the more intensive study of the principles of industrial evolution treated in the fields of American history and the history of commerce. The courses aim to acquaint students with the best available sources, and to develop their power in handling material independently. Provision is made for close connection between this department and the related subjects of industrial geography and economics.

## Geography.

Mr. CUSHING.

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study. Some regional geography is taught.

Economic geography is taught the second year. It is regarded as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods. The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials of commerce. Many business houses have contributed to this, so that the various stages of production to the finished products of commerce, in many lines, are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.

An advanced course, entitled industrial geography, is offered for the third year. This is founded on observational work with the tanning and shoe industry of Salem and Peabody, and leads to the study of the history and organization of industries as influenced by geographic conditions. It concludes with an intensive study of the resources, industries, markets and transportation in the United States, and the industrial personality of nations.

## **Physics and Chemistry.**

Mr. WHITMAN.

This course includes the more important principles of physics and chemistry, and aims to make the student familiar with many of the common scientific terms, chemical materials and operations which are likely to be met in commercial work. The course consists chiefly of class-room talks, demonstrations, and discussions about the applications of physics and chemistry in commercial and industrial operations. Some individual laboratory work will be given. There will be opportunity to study applied physics and chemistry in their relation to local industries. A number of industrial plants will be visited by the class.

## **Pedagogy.**

Mr. PITMAN.

Pedagogy is a prescribed subject for all students in the commercial department. In addition to the essential features of the regular elementary course it includes a consideration of many of the problems of the secondary school, and particular attention is given to the pedagogical aspects of commercial education. (See description of course in Pedagogy, p. 25.)

Teachers now in the service and other prospective students who have not pursued a course in psychology and who are intending to take a special course in this department should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

## **The History of Commerce.**

Mr. MEREDITH.

This course is designed to add to the general information of the student by giving a knowledge of the commerce of the past and showing its relation to the development of present and probable future conditions.

The laboratory method of teaching this subject is used. Students are required to obtain their information from various sources, such as magazines, newspapers and recently published works.



In pursuing this course emphasis is placed upon the history and development of local industries, and students are required to make visits to business houses and manufacturing plants of various kinds. Each student is obliged to make an independent written study of some one of these local industries.

### **Economics.**

Mr. MEREDITH.

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

In this connection students are required to make an intensive study of some phase of social economics, and at the end of the course to present the results of their research in the form of a comprehensive thesis.

An extensive outside reading course is being conducted as a part of this work. By means of a card designed for the purpose an accurate account of each student's reading is kept on file, together with her criticism of the work read.

A suitable library, containing works relating to the subject of economics, is at the disposal of the students.

### **Commercial Law.**

Mr. MEREDITH.

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods for imparting this knowledge to others. The work of the text-book is supplemented by real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.



### **Bookkeeping.**

Mr. MEREDITH.

Bookkeeping is the most important and usually the most attractive study of the distinctively commercial group. It is the subject with which all the other subjects of this group are most closely correlated. The aim of the course is to give the student a thorough understanding of the principles of bookkeeping as well as of the various approved methods for teaching the same. Both class and individual methods of instruction are used. Business practice is also carried on as a part of the work of this course as well as a comprehensive study of the various business papers and forms.

The advanced course in bookkeeping consists of the study of the theory of accounts and the fundamental principles of accounting. It also includes a detailed study of the various modern text-books in bookkeeping and a comparison of the methods used in each. The methods of keeping the books of a modern bank and also those of some local industry are studied.

An advanced business practice set is carried on by this department in conjunction with the bookkeeping department of the Salem Commercial School. Students are made familiar with the most approved methods of filing business papers.

### **Commercial Arithmetic.**

Mr. MEREDITH.

Arithmetic occupies an important place in the curriculum of a commercial department. It is very closely correlated with bookkeeping and helps to interpret other general commercial subjects, such as commercial geography, transportation and finance. The aim of this course is to give the student an accurate knowledge of arithmetic in its application to business practice. The theory and practice of teaching it according to modern methods is also part of the work.

Instruction and drill in the use of the adding machine are given in this course.

**Shorthand.**

Miss TOWNSEND.

The study of the principles of Benn Pitman shorthand comprises the work of the first half of the course. Dictation practice begins very early, the aim being to obtain absolutely accurate work at a moderate rate of speed by the time the student completes the text. This work is followed by a few weeks' drill for a high rate of speed. The professional side of the subject is considered throughout the course, but it is emphasized in the senior year by the discussion of methods, the study of pedagogical works on the subject of shorthand, by the examination and criticism of various text and drill books, by observation in the Salem Commercial School, and by observation and practice teaching in the Salem High School.

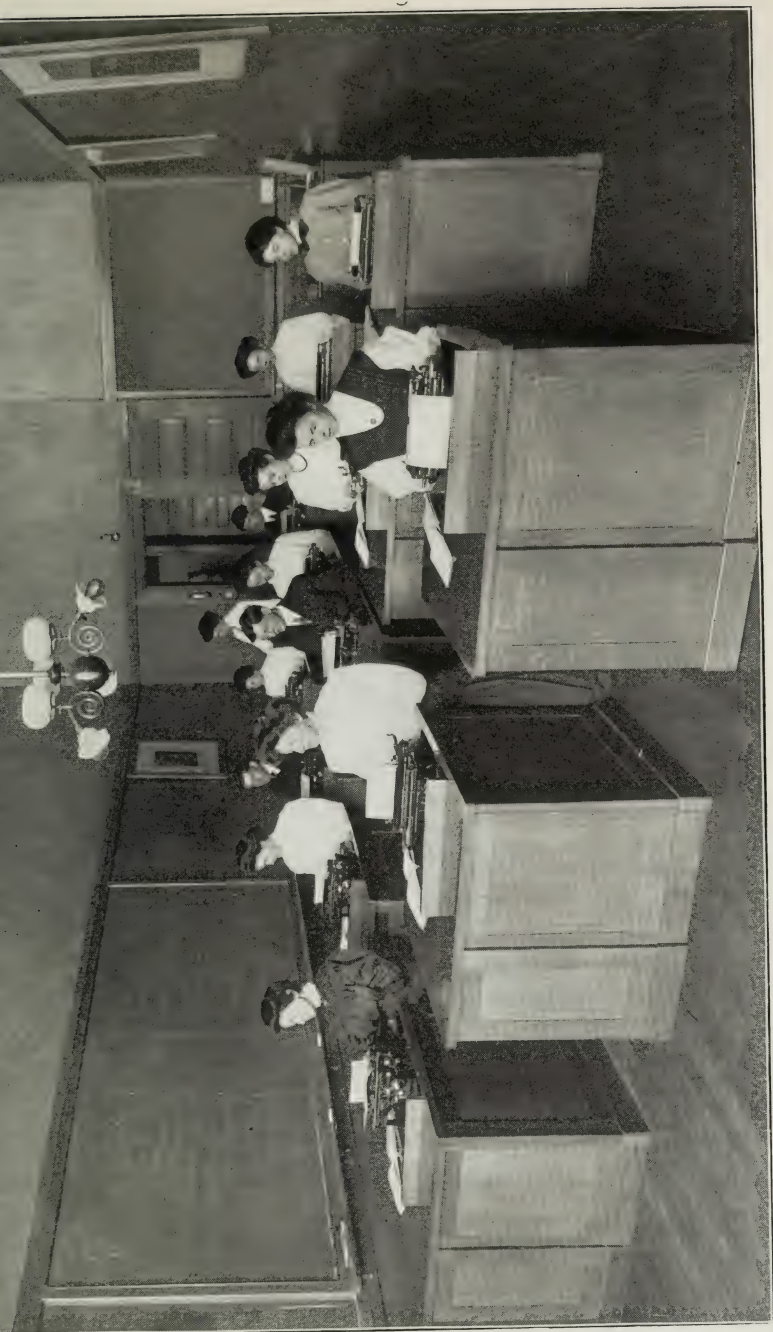
The Gregg system of shorthand may be continued by those students who have had a reasonable amount of instruction in it elsewhere.

**Typewriting.**

Miss TOWNSEND.

The first half of this course is devoted to acquiring proficiency in the touch method, the professional side of the subject being emphasized from the first by showing pupils how to start beginners in the study of typewriting. Care is taken that students form correct habits of position, touch, fingering and manipulation of the machine. Particular attention is given to the arrangement of material and to rapid transcription. The course includes practice in the use of the neostyle, the mimeograph, the letter press and similar office devices. Material in the form of correspondence, outlines, abstracts, programs, etc., furnished by the various departments of the school, affords a basis for the acquisition of experience and skill in this kind of work.

Methods of teaching typewriting are discussed, and various text-books are examined, criticised and compared. Observation and practice teaching under supervision and criticism constitute an important part of the work of the third year.



TYPEWRITING ROOM.



### Penmanship.

Mr. DONER.

The aims, methods and matter of this course are stated on pages 38 and 39, except that in the commercial department a course of instruction suitable for high instead of elementary school pupils is presented during the senior year.

### THE LIBRARY AND READING ROOM.

Miss MARTIN.

The general library contains a collection of books now numbering more than 5,300, including valuable works in all departments. The American Library Association system of cataloguing is employed, with a complete card index by authors and book titles. This is supplemented by a card system of references by topics, already containing several thousand cards. In addition to the general library books, there is a collection of about 5,500 reference and text books, also carefully catalogued, for use in connection with the various courses.

In the reading room are filed the leading periodicals, both of general nature and of specific value in pedagogical study.

### LECTURES.

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts:—

Customs and Duties, . . . .	Hon. James O. Lyford, Naval Officer of the Port of Boston.
Annual concert, . . . .	The Glee Club.
Courses of Study in Commercial Schools.	Frank B. Thompson, Head Master of the High School of Commerce, Boston.
Characteristics of Leading Systems of Shorthand.	Edward F. Eldredge, Director of the Secretarial Department, Simmons College.
What the Business Man demands of his Employees.	George P. Lord, Principal of the Salem Commercial School.
Municipal Government, . . .	Hon. John M. Raymond.



Reading: Selections from the Book of Job.	Prof. John Duxbury, Manchester, Eng.
Town House Square, Salem, .	Sidney Perley, Esq.
Memorial Day address, . . .	John A. Gilman, Commander Massachusetts Department of the G. A. R.
Graduation address: The Training of Our Teachers.	President William H. P. Faunce, Brown University.
The Teacher's Opportunity, .	Dr. David Snedden, State Commissioner of Education.
Exercises in honor of the centennial of the birth of Prof. Alpheus Crosby, the second principal of the school.	
Art in the Public Schools, .	Walter Sargent, University of Chicago.
Concert: String quartet from the New England Conservatory of Music.	
The Personality of the Teacher,	President Cheesman A. Herrick, Girard College.
Recital: Children's Songs, .	Victoria Sordoni.
Reading: Othello, . . .	President Henry L. Southwick, Emerson College of Oratory.
Violin recital, . . . .	William L. Daley and Theresa E. Daley, New England Conservatory of Music.
The East <i>versus</i> the West, .	Kioyo S. Inui.
Moral Education, . . .	Mrs. Ella Lyman Cabot, Member of the Massachusetts Board of Education.
Loyalty, . . . . .	President Marion L. Burton, Smith College.

### THE MANAGEMENT OF THE SCHOOL.

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition

and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and one member chosen by each division of the senior and junior classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

#### **Expenses, Aid, Board, etc.**

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 7 and the other half February 1. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school, several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may

thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Prof. Alpheus Crosby, principal from 1857 to 1865; Dr. Daniel B. Hagar, principal from 1865 to 1895; Dr. Walter P. Beckwith, principal from 1895 to 1905; and to Dr. Elmer H. Capen, formerly chairman of the board of visitors. The total amount of money now available is about \$2,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$4.50 each, per week. A list of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

### **Attendance and Conduct.**

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismissal. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

6. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must, of necessity, assume responsibility for the conduct of the young women thus placed in their charge in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered unsuitable in a well-regulated dormitory.

### **Employment for Graduates.**

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute but about sixty per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed as to the degree of success which has attended the efforts of former students.



### **Scholarships for Graduates.**

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

### **Notices to School Officials.**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its class rooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon, except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate of the fact of graduation. Since January 1, 1900, all students who have left the school by reason of graduation, or otherwise in good standing, possess a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

### **GENERAL INFORMATION.**

#### **Historical Sketch.**

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropria-



tion was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

### **The School Building**

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead.

In the basement are the gymnasium, with its adjoining dressing room and shower baths, the industrial laboratory and the lunch room. The first floor is occupied by the practice school. The rooms are all large and well lighted, and, including the kindergarten, they are intended to accommodate 350 pupils. On the second floor is the assembly hall of the normal school. It is about 60 by 85 feet in size, and can accommodate 250 single desks and chairs. The remainder of this floor contains the principal's offices, the reception room, the library, and various recitation and work rooms. On the third floor are the science laboratories, the studios and the lecture room.

### **Decorations.**

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of the refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

### **The Teachers and Students.**

The school during its history has had five principals and eighty-two assistant teachers. The development of the practice schools began in 1897, and with them thirty-nine persons have

been connected as teachers. Nineteen teachers are now required in the normal school and fifteen in the practice schools.

About six thousand students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

### **The Location and Attractions of Salem.**

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

## REGISTER OF STUDENTS.

1910-1911.

## Graduates. — Class XCVI. — June 21, 1910.

## ELEMENTARY COURSE.

Barentzen, Olive Mary, . . . . .	Franklin Park.
Barnes, Charlotte, . . . . .	Chelsea.
Blood, Marion Helena, . . . . .	Derry, N. H.
Boyd, Grace Gladys, . . . . .	Beverly.
Burnham, Alice Stacy, . . . . .	Beverly.
Butterfield, Marion Ascenath, . . . . .	Malden.
Cahill, Elizabeth Cecelia, . . . . .	Danvers.
Carroll, Margaret Mary, . . . . .	Cambridge.
Corson, Murle Augusta, . . . . .	Salem.
Cotter, Chester, . . . . .	Rowley.
Coyne, Sara Stanislaus, . . . . .	Somerville.
Dempsey, Mary Louise, . . . . .	Peabody.
Donovan, Mary Frances, . . . . .	Salem.
Edgecomb, Elva Dawn, . . . . .	Salem.
FitzHugh, Lena Grayson, . . . . .	Amesbury.
Flanders, Leona, . . . . .	Malden.
Fowler, Maude Anna, . . . . .	Beverly.
Fox, Agnes Gertrude, . . . . .	Salem.
Gardner, Laura Alston, . . . . .	Everett.
Gardner, Marion Warren, . . . . .	Danvers.
Gilmore, Mary Elizabeth, . . . . .	Peabody.
Harney, Margaret Laurentia, . . . . .	Lynn.
Harrington, Alida Hilton, . . . . .	Malden.
Healy, Alice Jeanette, . . . . .	Chelsea.
Houghton, Lucy Forbush, . . . . .	North Andover.
Hutchins, Susie Blanche, . . . . .	Union, N. H.
Jones, Agnes Marian, . . . . .	Chelsea.
Keating, Mary Veronica, . . . . .	Salem.
Kelley, Florence Gardelena, . . . . .	Wakefield.
King, Mabel Disa, . . . . .	Bradford.
Kinnear, Margaret Alexander Watson, . . . . .	Salem.
Laskey, Adelaide Mary, . . . . .	Malden.

Lord, Marian Dean, . . . . .	Harrington, Me.
Loring, Marion Alice, . . . . .	Groveland.
Magnire, Marion, . . . . .	Salem.
Merritt, Ruth Breed, . . . . .	Danvers.
Moran, Mabel May, . . . . .	Lynn.
Mulligan, Helen Marie, . . . . .	Salem.
Murphy, Gertrude Agatha, . . . . .	Cambridge.
Nelson, Elizabeth Kristina Louise, . . . . .	Beverly.
Newcomb, Marion Faustina, . . . . .	Swampscott.
O'Neill, Edna Gertrude, . . . . .	Lynn.
O'Neil, Loretto Magdalen, . . . . .	Malden.
O'Connor, Eleanor Spelman, . . . . .	Cambridge.
Perley, Grace Mildred, . . . . .	East Boxford.
Perry, Dorothy, . . . . .	Revere.
Pierce, Lillian Mae, . . . . .	Lynn.
Powell, May Veronica, . . . . .	Malden.
Pulsifer, Helen Marks, . . . . .	Salem.
Ricles, Edith Bella, . . . . .	Roxbury.
Riley, Mary Elouise, . . . . .	Salem.
Robertson, Elizabeth Harriet, . . . . .	Beverly.
Shortell, Mary Beatrice, . . . . .	Salem.
Stack, Mary Lillian, . . . . .	Andover.
Stearns, Helen Isabelle, . . . . .	West Somerville.
Swanson, Fanny Amelia, . . . . .	Pigeon Cove.
Thurston, Lura, . . . . .	Rockport.
Tucker, Ruth Elizabeth, . . . . .	North Reading.
Walker, Eleanor Elizabeth, . . . . .	Lynn.
Ward, Gertrude Beatrice, . . . . .	Beachmont.
Welch, Irene Marie, . . . . .	Lynn.
Weston, Martha Mary, . . . . .	Essex.
Wildes, Mary Aloysia, . . . . .	Lynn.
Woods, Esther Jane, . . . . .	Newburyport.

#### COMMERCIAL COURSE.

Bruce, Helen, . . . . .	Rockport.
Cardwell, Nelson Henry, . . . . .	Salem.
Daverin, Maude Burbank, . . . . .	Dalton.
Davis, Augusta Louise, . . . . .	Amesbury.
Day, Mary Ellen, . . . . .	Salem.
Fitzgerald, Edwina Frances, . . . . .	Revere.
Giles, Martelle Elsie, . . . . .	Salem.

Gould, Mary Gertrude, . . . .	Danvers.
Healy, Agnes Leona, . . . .	Danvers.
Hickey, Florence Augusta, . . . .	Wakefield.
Ivers, Mabel Florence, . . . .	Salem.
Keith, Nelly Doris, . . . .	Salem.
Kennedy, Abbie Jones, . . . .	Danvers.
Martin, John Edward, . . . .	West Peabody.
Mulligan, Nellie Elizabeth, . . . .	Salem.
Oliver, Warren Walton, . . . .	Wakefield.
Pearson, Signe Hilda, . . . .	Lynn.
Roche, Anna Theodora, . . . .	Salem.
Slade, Madeleine Louise, . . . .	Danvers.
Standley, Ethel Frances, . . . .	Manchester.
Wilbur, Lawrence Winton, . . . .	North Raynham.

#### CERTIFICATES FOR ONE YEAR'S WORK.

##### *Elementary Course.*

Coburn, Elizabeth Vienna, . . . .	Wakefield.
Gavin, Agnes Mary, . . . .	Roxbury.
Irving, Eva Christena, . . . .	Somerville.
Philbrook, Susan, . . . .	Lynn.
Warner, Annie Mabelle, . . . .	Salem.

##### *Commercial Course.*

Bates, Alice Cecil, . . . .	Bradford.
Henry, Margaret Lee, . . . .	Norwalk, Conn.
Hogan, Marie Gertrude, . . . .	Dorchester.
Howard, Pauline Sumner, . . . .	Mattapan.
Lewis, Bertha, . . . .	Holliston.
Lyon, Marguerite Helen, . . . .	Dorchester.
MacDow, George Wilson, . . . .	Beachmont.
Peabody, Mabel Florence, . . . .	Danvers.
Power, Alice Helena Marie, . . . .	Dorchester.
Weaver, Frances Edna, . . . .	Mattapan.

#### Students in the Elementary Course.

##### SENIOR CLASS.

Albert, Rose, . . . .	Malden.
Barteau, Clara Irene, . . . .	Amesbury.
Burnham, Mary Alice, . . . .	Essex.
Beadle, Helen Josephine, . . . .	Groveland.



Cotton, Edith Frances, . . . .	Malden.
Cressy, Ruth Augusta, . . . .	Beverly.
Cronin, Sybil Louise Mary, . . . .	Cambridge.
Crosby, Mildred Parker, . . . .	Groveland.
Crowley, Madeline Usher, . . . .	Danvers.
Curley, Grace Francis, . . . .	Marblehead.
Cushing, Mary Esther, . . . .	Beverly.
Danner, Bertha Hertgen, . . . .	Malden.
Decatur, Rena Althea, . . . .	West Peabody.
Dickinson, Helena Minnie, . . . .	Danvers.
Doyle, Alberta Ruth, . . . .	Reading.
Eames, Hilda Weston, . . . .	North Reading.
Edmands, Mary Luella, . . . .	Saugus.
FitzGerald, Mary Frances, . . . .	Cambridge.
Granfield, Susie Frances, . . . .	Reading.
Grant, Grace Marguerite, . . . .	Chelsea.
Greene, Agnes Gertrude, <sup>1</sup> . . . .	Cambridge.
Griffin, Mary Elizabeth, . . . .	Peabody.
Hall, Margaret Sturges, <sup>1</sup> . . . .	Cambridge.
Harlin, Gertrude Alice, . . . .	Cambridge.
Harrigan, Frances Agnes, . . . .	Danvers.
Harris, Daisy, . . . .	Saugus.
Hickey, Emma May, . . . .	Beverly.
Hill, Mabel Louise, . . . .	Georgetown.
Hinkley, Fannie Crowell, . . . .	Beverly.
Howard, Ethelyn Adams, . . . .	Malden.
Hoyle, Lillian Mary, . . . .	Everett.
Hunter, Ethel Annas, . . . .	Malden.
Israelite, Anna Bessie, . . . .	Chelsea.
Jenkins, Lena, . . . .	Ipswich.
Johnson, Helen Louise, . . . .	Lynn.
Kline, Elizabeth Margaret, . . . .	Cambridge.
Klippel, Laura Estelle, . . . .	Salem.
Lambert, Georgia Dorothy, . . . .	Lynn.
Lang, Florence Ardell, . . . .	Bradford.
Lord, Florence Elliot, . . . .	Peabody.
Macdonald, Josephine Elsie, . . . .	Somerville.
Maddock, Ruth Valerie, . . . .	Amesbury.
Magraw, Maria Pearl, . . . .	Lynn.
McPhetres, Eva Lucretia, . . . .	Lynn.

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<sup>1</sup> Left before the end of the first half year.

McSwiney, Mary Cecilia, . . . .	Chelsea.
Morrissey, Mary Jane, . . . .	North Andover.
Myers, Ruth Ethel, . . . .	Lynn.
Nelson, Maude Wellington, . . . .	Salem.
Norton, Marjorie, . . . .	Chelsea.
Parsons, Helen Gaffney, . . . .	Pigeon Cove.
Peachey, Florence Bailey, . . . .	Lynn.
Perley, Charlotte, . . . .	Boxford.
Peterson, Marion Crosman, . . . .	Chelsea.
Phillips, Edith Elizabeth, . . . .	Lynn.
Poor, Ethel Mirriam, . . . .	Lynn.
Pratt, Eva Louise, . . . .	Malden.
Prescott, Dorothy Nutting, . . . .	Haverhill.
Quinn, Alice Irene, . . . .	Swampscott.
Ramhofer, Lena Louise, . . . .	Cambridge.
Reeve, Alice Louise, . . . .	Salem.
Reiman, Elsie May, . . . .	Newburyport.
Reynolds, Abbie Elizabeth, . . . .	Lynn.
Riley, Marguerite Rose, . . . .	Melrose.
Roche, Elizabeth Constance, . . . .	Salem.
Scott, Laura Amelia, . . . .	Melrose.
Shannon, Mabel Elizabeth, . . . .	Lynn.
Small, Esther Louise, . . . .	Gloucester.
Smith, Lulu Belle, . . . .	North Andover.
Smith, Rose Catherine, . . . .	Somerville.
Solomon, Genorie Palmer, . . . .	Malden.
Spofford, Celia May, . . . .	Melrose Highlands.
Spofford, Lelia Frances, . . . .	Melrose Highlands.
Swanson, Gerda Florence, . . . .	Pigeon Cove.
Taylor, Sadie Mildred, . . . .	Everett.
Tucker, Mabel Hammond, . . . .	Marblehead.
Walsh, Katharine Frances, . . . .	Somerville.
Whalen, Abbie Elizabeth, . . . .	Amesbury.
Wildes, Mildred Fern, . . . .	South Hamilton.

#### STUDENTS IN SECOND YEAR OF THREE-YEARS COURSE.

Burnham, Gladys Frances, . . . .	Topsfield.
Connery, Anna Laura, . . . .	Lynn.
Cook, Alice Marguerite, . . . .	Danvers.
Doran, Phoebe Martha Hughes, . . . .	Reading.
Furfey, Josephine Esther, . . . .	Cambridge.

Hale, Ruth Elizabeth, . . . .	Stoneham.
Herlihy, Catherine Mary, . . . .	North Cambridge.
Ingham, Mabel Russell, . . . .	Somerville.
Leonard, Alice Virginia, . . . .	Amesbury.
McCauley, Alice Katherine, . . . .	Salem.
Merrill, Lillian Dimond, . . . .	Lynn.
Morrow, Helen, . . . .	Salem.
Mullin, Frances Marie, . . . .	Salem.
Norcross, Alice Almira, . . . .	Melrose.
Perkins, Susan Stevens, . . . .	Everett.
Ruth, Jennie Viola, <sup>1</sup> . . . .	Gloucester.
Sargent, Helen Marion, . . . .	Groveland.
Scully, Katherine Veronica, . . . .	Chelsea.
Simonds, Margaret Story, . . . .	Beverly.
Striley, Amy Marguerite, . . . .	Danvers.
Sumner, Grace Ria, . . . .	Lynn.
Tweeddale, Ruth Barbour, . . . .	Lynn.
Whitman, Mary Eva, . . . .	Beverly.

#### SPECIAL STUDENTS, ONE-YEAR COURSE.

Archer, Mary E., . . . .	Salem.
Cahill, Elizabeth Cecelia, . . . .	Danvers.
Eastman, Magna Dean, . . . .	Framingham.
French, Carrie Russell, . . . .	Brookfield.
Titcomb, Grace, . . . .	Malden.

#### JUNIOR CLASS.

Baker, Emma May, . . . .	West Somerville.
Beale, Helene Lambert, . . . .	West Medford.
Bogrette, Jane Frances, . . . .	Medford.
Bowler, Claire Ann, . . . .	Somerville.
Bowler, Ruth Isabel, . . . .	Somerville.
Burns, Agnes Ellen Olive, . . . .	Newbury.
Caboon, Margaret Cecilia, . . . .	Gloucester.
Campbell, Clara Louise, . . . .	North Reading.
Chamberlin, Alice Maude, . . . .	Somerville.
Chapman, Myrtie Hoag, . . . .	Marblehead.
Chase, Lucinda Norma, . . . .	Seabrook, N. H.
Collins, Eva Hadley, . . . .	Marblehead.
Collins, James Samuel, . . . .	Salem.

<sup>1</sup> Left before the end of the first half year.

Collins, Nora Marie, . . . . .	Beachmont.
Connors, Charlotte Newton, . . . . .	Lynn.
Curry, Catherine Teresa, . . . . .	Lynn.
Daley, Theresa Edna, . . . . .	Malden.
Davis, Claire Veronica, . . . . .	Salem.
Deering, Mary Katherine, . . . . .	Beverly.
DeLory, Evelyn Whitney, . . . . .	Beverly.
Denton, Maude Holt, . . . . .	Danvers.
Dodd, Sadie Frances, . . . . .	Beverly.
Dugmore, Florence Mabel, . . . . .	Medford.
Dunham, Florence Helen, . . . . .	Revere.
Dwyer, Mary Imelda, . . . . .	Salem.
Edmunds, Mary Louise, . . . . .	Medford.
Ellis, Bertha Louise, . . . . .	Swampscott.
Fahey, Eleanore Louise, . . . . .	Lynn.
Faichild, Bertha Irene, . . . . .	Lynn.
Farnham, Dorothy Woodbridge, . . . . .	Malden.
Fegan, Mildred Ayers, . . . . .	Beverly.
Fitzgerald, Jetta Louise, . . . . .	Revere.
Fisher, Ethel Stockwell, . . . . .	Lynn.
Flagg, Pauline, . . . . .	Swampscott.
Flaherty, May Lorraine Regina, <sup>1</sup> . . . . .	Somerville.
Galvin, Bertha Katherine, . . . . .	Lynn.
Geary, Mary Louise, . . . . .	Malden.
George, Ida May, . . . . .	Malden.
Giddings, Carrie Anna, . . . . .	Beverly.
Gilmore, Joseph Michael, . . . . .	Peabody.
Graham, Mary Pauline. . . . .	Lynn.
Griffiths, Alice Elizabeth, . . . . .	Somerville.
Halliday, Mary Mildred, . . . . .	Lynn.
Harrold, Beulah Christine, . . . . .	Marblehead.
Hayes, Elizabeth Ruth, <sup>1</sup> . . . . .	Somerville.
Hickey, Ruth Elizabeth, . . . . .	Wakefield.
Hill, Hortense Frances, . . . . .	Lynn.
Hilliard, Mildred Jewell, . . . . .	East Kingston, N. H.
Hobbs, Gwendolyn Day, . . . . .	Danvers.
Hodgkins, Edith Jane, . . . . .	Medford.
Hodsdon, Helene Charles, . . . . .	Fryeburg, Me.
Holder, Lillian, <sup>1</sup> . . . . .	Lynn.
Hughes, Viola Myrtle, . . . . .	Salem.
Hunt, Caroline Lois, . . . . .	Somerville.

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<sup>1</sup> Left before the end of the first half year.

Isley, Sarah Elizabeth, . . . .	Newbury.
Jackson, May Serlena, . . . .	Lynn.
James, Vivian Z., . . . .	Hathorne.
Johnson, Anna Nathalie, . . . .	Somerville.
Johnson, Pernal Sophronia, . . . .	Nahant.
Keene, Leone Millicent, . . . .	Malden.
Kenneally, Anne Elizabeth, . . . .	Salem.
Kenny, Mary Agnes, . . . .	Malden.
Killen, Mildred Anna, . . . .	Lynn.
Killion, Anna Mary, . . . .	Malden.
King, Hazel Frances, <sup>1</sup> . . . .	Salem.
Knight, Caroline Marion, . . . .	Middleton.
Levy, Frances Agnes, . . . .	Chelsea.
Loring, Eva Mildred, . . . .	Groveland.
MacAdams, Mary Teresa Hilda, . . . .	Lynn.
MacCarthy, Ruth, . . . .	Malden.
MacGregor, Marion Gertrude, . . . .	Lynnfield.
Mackin, Gertrude Elizabeth, . . . .	Cambridge.
Maguire, Mary Anne, . . . .	Cambridge.
Mahoney, Katherine Agnes, . . . .	North Cambridge.
Manning, Mary Helena, . . . .	Cambridge.
Martin, Anna Gertrude, . . . .	West Peabody.
McCarthy, Alice Louise, . . . .	Lynn.
McCoy, Margaret Annette, . . . .	Arlington.
McDonald, Helen Gertrude, . . . .	Methuen.
McLaughlin, Lucelia Agnes, . . . .	Everett.
Millea, Grace D'Arcy, . . . .	Danvers.
Miller, Mary Ellen, . . . .	Somerville.
Mulally, Anna Clementine, . . . .	Danvers.
Murray, Henrietta, . . . .	Beverly.
Murphy, Madeline Bernadine, . . . .	Everett.
Nichols, Maude Ethel, . . . .	Malden.
O'Neil, Grace Ruth, . . . .	Somerville.
Orne, Madeline, . . . .	Marblehead.
Patch, Mary Louise, . . . .	Wenham.
Perry, Emma Andrews, . . . .	Somerville.
Pitman, Ernest Clayton, . . . .	Danvers.
Porter, Bertha Idella, . . . .	Gloucester.
Putnam, Marion, . . . .	Beverly.
Ramsey, Florence Collette, . . . .	Cambridge.
Samuel, Rose, <sup>1</sup> . . . .	Winthrop.

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<sup>1</sup> Left before the end of the first half year.



Seaton, Mildred, . . . . .	Gloucester.
Sharkey, Annie Gertrude, . . . . .	Medford.
Sheafe, Ruth Viola, . . . . .	Amesbury.
Smith, Amy Francena, . . . . .	North Andover.
Smith, Barbara Eloise, <sup>1</sup> . . . . .	Cambridge.
Stetson, Estelle Frances, . . . . .	Medford.
Stetson, Elizabeth Jewett, . . . . .	Georgetown.
Strong, William H., <sup>1</sup> . . . . .	East Boston.
Strout, Margaret Dodge, . . . . .	Swampscott.
Surette, Mary Jane Victoria, . . . . .	Wilmington.
Thornton, Helen Ellis, . . . . .	Saugus.
Tompkins, Emeline Frances, . . . . .	Danvers.
Tynes, Lillian May, . . . . .	North Cambridge.
Watkins, Winifred Belle, . . . . .	Wakefield.
Welch, Alice Gertrude, . . . . .	Lynn.
Willey, Mildred Anna, . . . . .	Saugus.

### Students in the Commercial Course.

#### SENIOR CLASS.

Flaherty, Mary Aloysie, . . . . .	Salem.
Hayward, Beth Sylvia, . . . . .	South Easton.
Millea, Alice Marie, . . . . .	Danvers.
Pedersen, Dora Christina, . . . . .	Somerville.
Pedersen, Jennie Marie, . . . . .	Somerville.
de Sloovere, Mary Constance, . . . . .	Webster.
Turbett, Alice Rose, . . . . .	Salem.

#### STUDENTS IN SECOND YEAR OF THREE-YEARS COURSE.

Brophy, Elnora Kathleen, . . . . .	Gloucester.
Clark, Anna Keenan, . . . . .	Marblehead.
Hinchcliffe, Eva Mary, . . . . .	Stoneham.
Wiggin, Lelia May, . . . . .	Danvers.

#### SPECIAL STUDENTS, ONE-YEAR COURSE.

Oliver, Warren Walton, . . . . .	Wakefield.
Smith, Edith Whitney, . . . . .	Gorham, Me.
Sullivan, Arthur J., . . . . .	Salem.

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<sup>1</sup> Left before the end of the first half year.

## SPECIAL STUDENTS, TWO-YEARS COURSE.

Davis, Nina Amanda,	.	.	.	.	Auburn, Me.
Dow, Ethel Helen,	.	.	.	.	Newton.
Johnson, Olive Florence,	.	.	.	.	Orange.
Sanford, Pearle Aurilla,	.	.	.	.	Marlborough.

## JUNIOR CLASS.

Brown, Eliza Florence,	.	.	.	.	Marblehead.
Curtis, Madolin,	.	.	.	.	Salem.
Fitch, Marion Abbie,	.	.	.	.	Sterling Junction.
Foley, William Lawrence,	.	.	.	.	Gloucester.
Gale, Gladys Marie, <sup>1</sup>	.	.	.	.	Marblehead.
Jenkins, Mildred, <sup>1</sup>	.	.	.	.	Andover.
Levy, Mary Genevieve,	.	.	.	.	Danvers.
Loges, Edith May,	.	.	.	.	Cambridge.
McGlew, John James, Jr.,	.	.	.	.	Newburyport.
Peabody, Helen Gertrude, <sup>1</sup>	.	.	.	.	Danvers.
Powell, Charlotte Louise,	.	.	.	.	Malden.
Schribman, Rena, <sup>1</sup>	.	.	.	.	Salem.
Thomas, Winnifred Adelaide,	.	.	.	.	Cambridge.
Whitney, Rosalba,	.	.	.	.	Brookline.

## Summary.

Students of the elementary course,	.	.	.	.	.	212
Special students, elementary course,	.	.	.	.	.	5
Students of the commercial course,	.	.	.	.	.	25
Special students, commercial course,	.	.	.	.	.	7
						<hr/>
						249
Whole number of students from opening of school,	.	.	.	.	.	5,948
Whole number of graduates,	.	.	.	.	.	3,147
Number of certificates for one year's work,	.	.	.	.	.	92

<sup>1</sup> Left before the end of the first half year.

## REQUIREMENTS FOR ADMISSION.

Applicants for admission to the school must comply with the following requirements:—

*For final examinations*, that is, for admission in September of the year in which the application is made:—

1. A certificate of graduation from high school *or* a certificate for admission without examination in one or more subjects.<sup>1</sup>
2. A certificate of health from a physician.
3. A written application for admission.<sup>1</sup>
4. An oral examination in reading, at the school.
5. A personal interview with the principal, at the school.<sup>2</sup>

*For preliminary examinations*, that is, for admission not earlier than September of the year following that in which application is made:—

1. A certificate from the principal of the high school that the candidate is prepared to take certain examinations.<sup>1</sup>
2. A written application for admission.<sup>1</sup>
3. A personal interview with the principal, at the school.<sup>2</sup>

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<sup>1</sup> These must be made out on the printed forms provided by the school.

<sup>2</sup> No candidate will be admitted who has not met this requirement.









STATE NORMAL SCHOOL  
SALEM MASSACHUSETTS

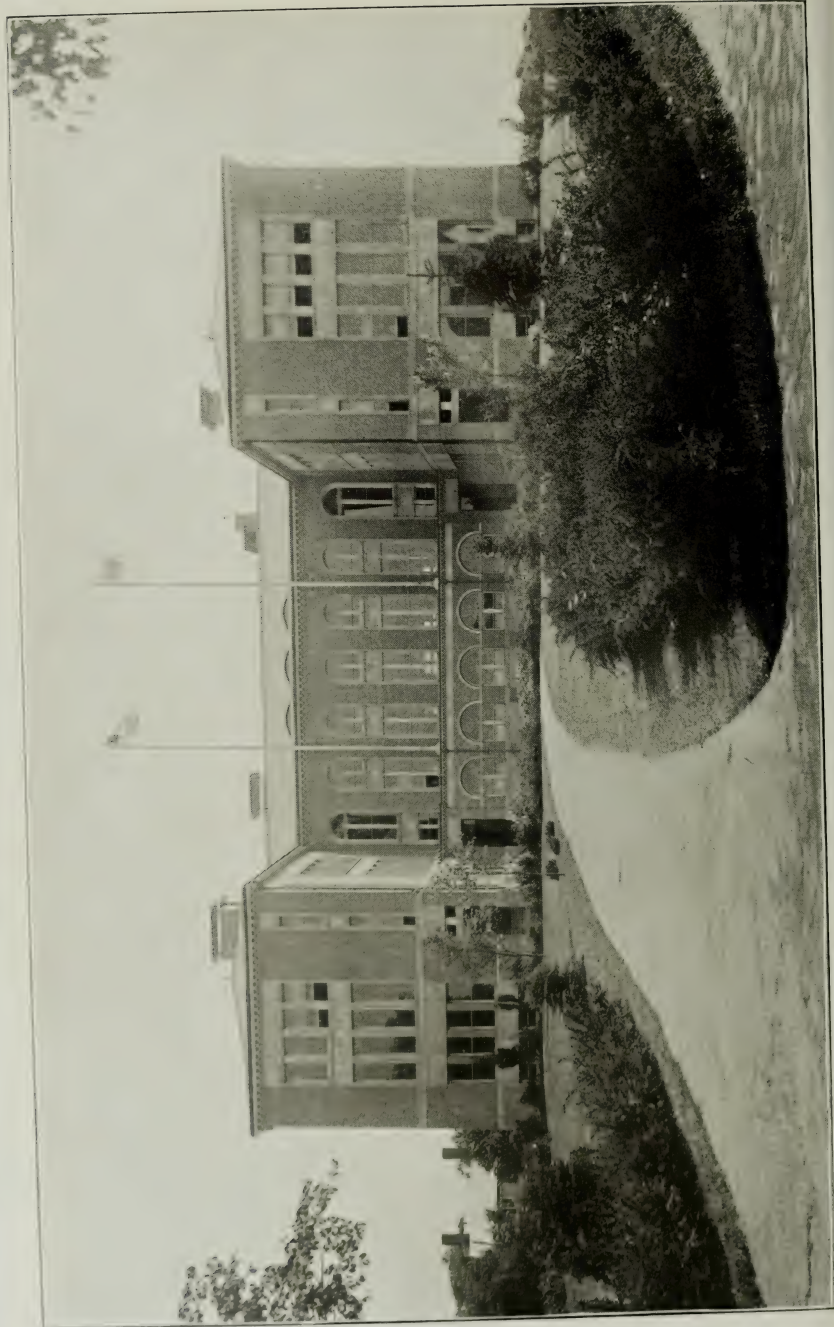


FIFTY-EIGHTH YEAR

1911-1912







STATE NORMAL SCHOOL, SALEM.



# STATE NORMAL SCHOOL SALEM MASSACHUSETTS



FIFTY-EIGHTH YEAR

1911 - 1912

APPROVED BY  
THE STATE BOARD OF PUBLICATION.

## STATE BOARD OF EDUCATION.

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### Commissioner of Education.

DAVID SNEDDEN, Ph.D.

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CHARLES A. PROSSER, A.M.

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CHARLES R. ALLEN, M.A., B.S., . . . . .	Boston.
RUFUS W. STIMSON, A.M., B.D., . . . . .	Boston.
MICHAEL W. MURRAY (special agent), . . . . .	Boston.
EDWARD C. BALDWIN (business agent), . . . . .	Boston.

## INSTRUCTORS.

### The Normal School.

JOSEPH ASBURY PITMAN,	PRINCIPAL
Theory and practice of teaching	
HARRIET LAURA MARTIN,	Librarian. Mathematics, Latin
JESSIE PUTNAM LEAROYD,	English
CHARLES FREDERICK WHITNEY,	Manual arts
MARY ALICE WARREN,	Physical training, physiology, nature study, gardening
GERTRUDE BROWN GOLDSMITH, A.B.,	Psychology, biology
FRANCIS BOUTELLE DEANE, <sup>1</sup>	United States history, civics, general history, history of education
HELEN HOOD ROGERS,	Physical training, reading
CASSIE LUCRETIA PAINE,	Supervisor of practice teaching. Child study
FRED WILLIS ARCHIBALD,	Music
HARRIET EMMA PEET,	Literature, arithmetic
LOUISE CAROLINE WELLMAN,	Secretary
SUMNER WEBSTER CUSHING, A.B., A.M.,	Geography, physiography, geography of commerce, industrial geography
ARTHUR JOHN MEREDITH, Ph.B.,	Bookkeeping, commercial law, economics, history of commerce, arithmetic
CLARA ELLEN TOWNSEND, Ph.B.,	Shorthand, typewriting
CHARLES ELMER DONER,	Penmanship
WALTER GEORGE WHITMAN, A.B., A.M.,	Physical science, physiography
MAY HEATH NOYES,	Kindergarten methods
MAGNA DEAN EASTMAN,	Assistant, manual arts

### Training Department.

#### The Practice School.

HERBERT LESLIE RAND, Principal,	Gardening, carpentry
EMMA ELIZA CAMPBELL,	Grade eight. Cooking, sewing
MAUD SARAH WHEELER,	Grade seven. Cooking, sewing
MILDRED BEATRICE HOPLER,	Grade six. Sewing
CARRIE BERYL JOHNSON,	Grade five. Sewing
GRACE ISABELLE WHITTLE,	Grade four
MARY ELIZABETH JAMES,	Grade three
BERTHA LOUISA CARPENTER,	Grade two
ELIZABETH STARBUCK ADAMS,	Grade one
MAY HEATH NOYES,	Kindergarten

<sup>1</sup> Leave of absence, 1911-1912. Mary Annie Archer, substitute.

**The Bertram School.**

BESSIE ALZADA MORSE,	.	.	.	.	.	Grades three and four
DOROTHY GENIEVE STEVENS,	.	.	.	.	.	Grade two
MILDRED MAY MOSES,	.	.	.	.	.	Grade one
ALICE MARTHA WYMAN,	.	.	.	.	.	Kindergarten

**The Farms School, Marblehead.**

GERTRUDE ELLA RICHARDSON,	.	.	.	.	.	Ungraded
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The necessary opportunity for observation and practice teaching for students in the commercial department is afforded in the Salem Commercial School, the Salem High School and the Lynn English High School.



## OFFICERS.

### Officers of the Salem Normal Association, 1910-1913.

MRS. ABBIE RICHARDS HOOD, Beverly (Class LVII.),	<i>President.</i>
MISS JESSIE PUTNAM LEAROYD, Danvers (Class LI.),	<i>Vice-President.</i>
MISS MARY A. GRANT, Salem (Class LXX.),	<i>First Secretary.</i>
MISS MARY ELIZABETH JAMES, Salem (Class LXXXV.),	<i>Second Secretary.</i>
MRS. EMMA R. TENNEY, Manchester (Class XXXV.),	<i>Treasurer.</i>
MISS ANNA M. BATES, Salem (Class X.),	} <i>Directors.</i>
MISS MARTHA R. ORNE, Lynn (Class XXXI.),	
MRS. SUSAN FARNHAM THORNDIKE, Peabody (Class LXXIII.),	
MISS LAURA B. WHITE, Boston (Class XXIX.),	
MISS FLORENCE A. WOODBURY, Salem (Class LXIX.),	

### Officers of the Senior Class.

GWENDOLYN D. HOBBS,	<i>President.</i>
LEONE M. KEENE,	<i>Vice-President.</i>
JOSEPHINE E. FURFEY,	<i>Secretary.</i>
KATHERINE V. SCULLY,	<i>Treasurer.</i>

### Members of the School Council.

J. ASBURY PITMAN,	} <i>Faculty.</i>
HELEN H. ROGERS,	
SUMNER W. CUSHING,	} <i>Senior Class.</i>
GERTRUDE E. MACKIN,	
PERNAL S. JOHNSON,	
FREDERICK J. LONG,	} <i>Middle Class.</i>
MILDRED J. HILLIARD,	
MARY B. KIRBY,	} <i>Junior Class.</i>
MARION KELLY,	

### Members of the Athletic Advisory Board.

J. ASBURY PITMAN,	} <i>Faculty.</i>
C. FREDERICK WHITNEY,	
SUMNER W. CUSHING,	} <i>Athletic Association.</i>
FREDERICK J. LONG,	
WILLIAM L. FOLEY,	

## CALENDAR FOR 1912=1913.

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### Spring Recess.

From close of school on Friday, February 23, 1912, to Monday,  
March 4, 1912, at 9.20 A.M.

From close of school on Friday, April 26, 1912, to Monday, May  
6, 1912 at 9.20 A.M.

### Graduation Week.

Monday, June 17, 1912, Class Day.

Tuesday, June 18, 1912, at 10.30 A.M., graduation.

Tuesday evening, reception of the graduating class.

### First Entrance Examinations.<sup>1</sup>

Thursday, June 20, 1912.

8.45-9.15 A.M. — Registration. (In the assembly hall.)

9.15 A.M.-12.30 P.M. — English, Latin, French, German.<sup>2</sup>

1.30-4.30 P.M. — Physics, chemistry, physiology and hygiene,  
botany, zoölogy, physical geography.<sup>2</sup>

Friday, June 21, 1912.

8.45-9.15 A.M. — Registration. (In the assembly hall.)

9.15 A.M.-12.30 P.M. — Algebra, geometry, history.<sup>2</sup>

1.30-2.30 P.M. — Drawing, music.

1.30-4.30 P.M. — Commercial subjects.

### Second Entrance Examinations.<sup>1</sup>

Tuesday and Wednesday, September 3 and 4, 1912.

(Hours and order as above.)

### Beginning of School Year.

Thursday, September 5, 1912, at 9.20 A.M.

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<sup>1</sup> See page 64.

<sup>2</sup> Examinations will be given in the order in which the subjects are named.

### **Thanksgiving Recess.**

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

### **Christmas Recess.**

From close of school on Tuesday, December 24, 1912, to Thursday, January 2, 1913, at 9.20 A.M.

### **Beginning of Second Half-year.**

Monday, January 27, 1913.

### **Spring Recess.**

From close of school on Friday, February 28, 1913, to Monday, March 10, 1913, at 9.20 A.M.

From close of school on Friday, May 2, 1913, to Monday, May 12, 1913, at 9.20 A.M.

### **Graduation.**

Tuesday, June 17, 1913, at 10.30 A.M.

### **First Entrance Examinations.**

Thursday and Friday, June 19 and 20, 1913.  
(Hours and order as above.)

### **Second Entrance Examinations.**

Tuesday and Wednesday, September 2 and 3, 1913.  
(Hours and order as above.)

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NOTE. — The daily sessions of the school are from 9.20 to 12.30 and from 1.30 to 3 o'clock. The regular weekly holiday of both the normal and the practice schools is on Saturday.

The telephone call of the school is Salem, 375.

The principal's residence is at 260 Lafayette Street, and his telephone call is 149-1.

# STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

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## AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore, no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all practical teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

## REQUIREMENTS FOR ADMISSION<sup>1</sup>

I. Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher, and must present certificates of good moral character. They must also present detailed records of scholarship from the principal of the high

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<sup>1</sup> See, also, page 64.

school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein (on the printed form provided by the school).

II. Candidates must present by examination or certificate satisfactory evidence of preparation in the following subjects, 14 units being the requirement for admission. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition, . . . . . 3 units.

B. *Elective Subjects.* — At least seven units from the following subjects.

- (2) Algebra, . . . . . 1 unit.  
 (3) Geometry, . . . . . 1 unit.  
 (4) History, ancient, mediæval and modern, English or  
     American, including civics, . . . . . 1 unit.  
 (5) Latin, . . . . . 2 units.  
 (6) French, . . . . . 2 units.  
 (7) German, . . . . . 2 units.  
 (8) Drawing,<sup>1</sup> . . . . . 1 unit.  
 (9) Physics, . . . . . 1 unit.  
 (10) Chemistry, . . . . . 1 unit.  
 (11) Biology, botany or zoölogy,<sup>1</sup> . . . . . 1 unit.  
 (12) Physical geography,<sup>1</sup> . . . . . 1 unit.  
 (13) Physiology and hygiene,<sup>1</sup> . . . . . 1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (sub-station 84, New York City) will be found suggestive by the high schools.

C. *Additional Subjects.* — At least four units from any of the foregoing subjects not already offered, or other subjects approved by the secondary school towards the diploma of graduation of the applicant.

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<sup>1</sup> Half units in these subjects will also be accepted.



III. *Examinations.* — Each applicant for admission, unless specifically exempted by the provisions of sections IV and V, must pass entrance examinations in the subjects required under “A” and “B.” Examinations in these subjects will be held at the normal school in June and September of each year. Candidates applying for admission by examination will present credentials or certificates from their schools to cover the requirements under “C” and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at one time, and any or all of them may be taken either in June or in September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he passes in at least five of the ten units required. Examinations may not be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board, or from public high schools approved by the State Board of Education for this purpose, may be exempted from examination in any of the subjects under “A” and “B” by the principal of the normal school on the basis of a record of at least eighty per cent., or *B*, in such subject during the last year in which such subject has been pursued, when the principal of the high school shall have certified his belief that the candidate is able to do satisfactory work in the normal school. Such candidates will present credentials for the subjects under “C”.

### **Admission as Special Students**

Graduates of normal schools and colleges and other persons of suitable attainments, including those who have had considerable experience in teaching, may, by arrangement with the principal, select a year's work from the regular program of the elementary course. If this work embraces not less than twenty recitation periods per week of prepared work, and includes the course in pedagogy and practice teaching, the student will receive a certificate for the same upon its satisfactory completion.

Advanced students are also admitted to elective courses in the commercial department.<sup>1</sup>

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in asking for admission to the school is required. Those who do not intend to remain at least a full year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

#### **Students from outside the State**

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be received as students on payment of fifty dollars per year, of which sum one-half is due at the beginning of the year and the other half at the middle of the year. This applies to all courses.

#### **ELEMENTARY COURSE OF STUDY**

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic, algebra<sup>1</sup> and plane geometry.<sup>2</sup>

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<sup>1</sup> See page 35.

<sup>2</sup> Not required of students who are preparing to teach in the first six grades.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, physiography, botany, zoölogy, geography, physiology and hygiene, nature study, gardening.

(e) Manual arts; vocal music; physical training; penmanship.

II. (a) The study of man, body and mind, with reference to the principles of education; the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in teaching.

The time required for the completion of this course depends entirely upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years is insisted upon. Students who expect to teach in the upper grades of the grammar school will receive special preparation, and may elect a third year of advanced work, including observation and practice in these higher grades. A diploma is given when any course is satisfactorily completed.

### CONDITIONS OF GRADUATION

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. The candidate for graduation must be judged in part from the standpoint of personality and of efficiency in practice teaching.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

## THE MODEL AND PRACTICE DEPARTMENT

Mr. RAND, Principal; Miss PAINE, Supervisor of Practice Teaching.

In co-operation with the school committee of the city of Salem, the State normal school maintains in its building a complete system of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes kindergarten and primary classes in the Bertram school building and a model ungraded school in Marblehead. The teachers are nominated by the principal of the normal school and they are elected by the school committee. The assignment of pupils is in the hands of the local authorities, so that the children do not constitute a picked company.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory in which the normal school students are taught. In the model and practice school located in the normal school building, a large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it possible to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service.

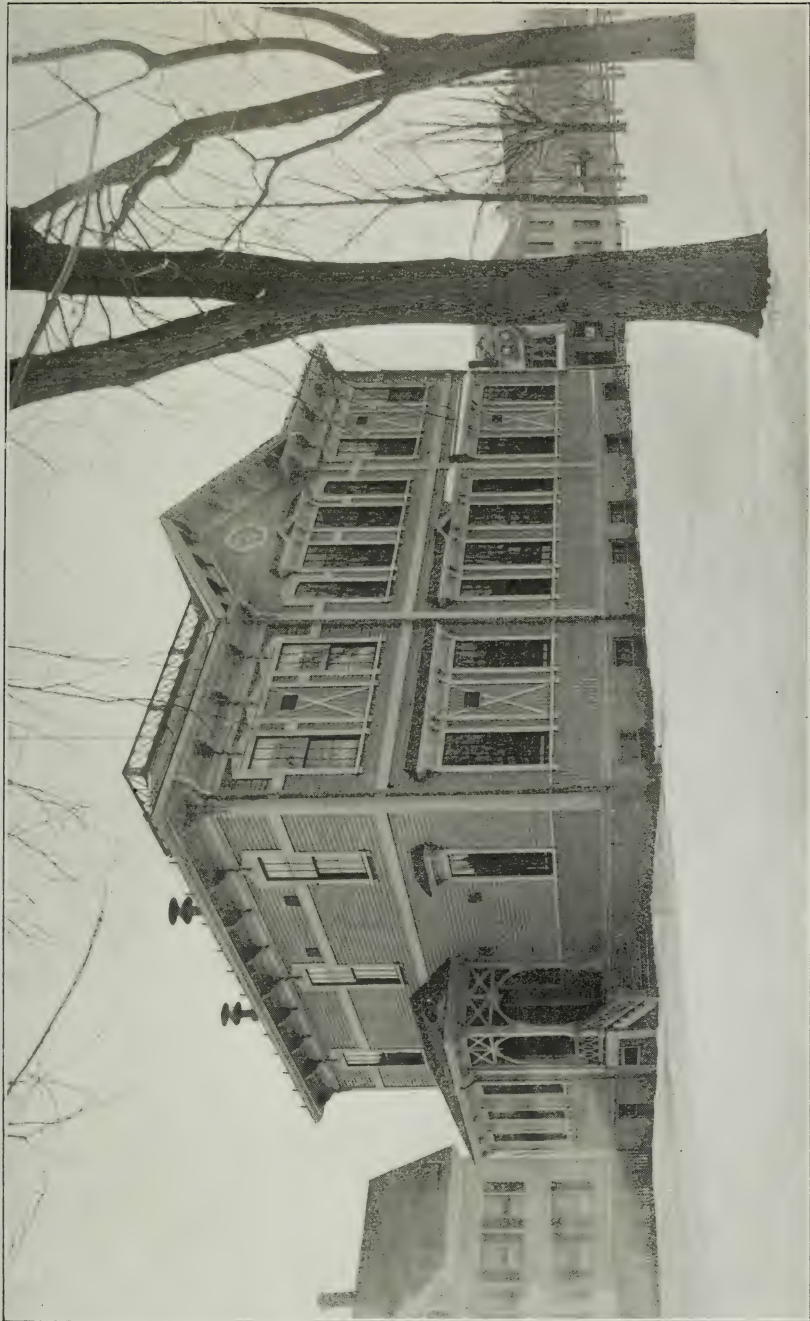




MODEL RURAL SCHOOL.







BERTRAM PRACTICE SCHOOL.



Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergartens, and all members of the senior class are required to take a short course in the theory and methods of the kindergarten and its relations to the rest of the elementary school system. Arrangements have also been made for the seniors to gain a limited amount of experience in teaching in the schools of several cities. They receive a moderate compensation for this service.

## ELEMENTARY COURSE

### Junior Year

	Periods Weekly.
English, } one-half year each, . . . . .	4
Literature, }	
Reading, one-half year, . . . . .	2
Mathematics, <sup>1</sup> . . . . .	2
Physiography, . . . . .	2
Physical science, . . . . .	2
Biology, . . . . .	2
Psychology, . . . . .	2
History of United States, . . . . .	3
Manual arts, . . . . .	2
Music, . . . . .	2
Penmanship, . . . . .	1
Gymnastics, . . . . .	2

### Senior Year

	Periods Weekly.
English, . . . . .	2
Literature, . . . . .	2
Reading, . . . . .	2
Arithmetic, . . . . .	3
Geography, . . . . .	2
Nature study, . . . . .	2
Pedagogy, . . . . .	2
Child study, } 12 weeks each, . . . . .	2
Kindergarten methods, }	
History of education, . . . . .	1

<sup>1</sup> Not required of those students who are preparing to teach in the first six grades.

<sup>2</sup> During the period spent in the practice schools.

	Periods Weekly.
Latin (elective), . . . . .	1
Manual arts, . . . . .	2
Music, . . . . .	2
Penmanship, . . . . .	1
Gymnastics, . . . . .	2

## AIM AND SCOPE OF THE COURSE OF STUDY

### English Language

Miss LEAROYD

The study of language is continued throughout the two years. As the students come from many different schools, their preparation is varied. It is therefore necessary during the first year to consider the essential qualities of language, in order to lay a uniform foundation for the intelligent discussion of the work in language in the lower grades.

The subjects taken are considered chiefly from the standpoint of the teacher. Suggestions are given for planning and presenting subjects to a class, and opportunity is given for practice before the normal school class. Frequent oral and written criticisms are required. The students are expected gradually to assume the responsibility of the work in the classroom.

As far as possible, the work in English is associated with that in other branches, and the student is made to feel the importance of a skilful use of language both in speech and in writing. Those who are especially deficient in knowledge or in practice are expected to give the subject extra attention.

In the second year the teaching of English is considered. Good books on the subject are read by the class, for the purpose of gaining a high ideal and inspiration for the work. A course of study in general language work is suggested, to be used as a basis for class discussion and as a guide for individual work in planning different types of lessons. The best order of topics in grammar is considered, and exercises are planned and given.

The observation of the work in the practice school serves to emphasize and illustrate points discussed.



## Literature

Miss PEET

*Junior Literature.* — The work of the junior year is based on studies in literature for children. For those students who are preparing to teach children in their first six years in school the course covers: (1) studies of myths, legends, fables, fairy tales, hero tales and poetry for children; and (2) recreational reading for young children. For those students who are preparing to teach children in their seventh, eighth and ninth years in school the course includes: (1) studies in poetry and prose adapted to older children in the elementary school; and (2) recreational reading for older children.

The classes meet four times a week during either the first or the second half of the year. The work begins with studies in appreciation and is followed by the construction of teaching plans not only for the study of literature in the school room but for the use of recreational reading.

*Senior Literature.* — The work in literature of the senior year aims to give each student help in judging and appreciating literature, not only that she herself may have the pleasure and moral uplift that comes from an appreciative acquaintance with literature, but that she may be a better teacher because of the work.

The classes meet twice a week throughout the year, and discuss as far as the time permits selections (1) in narrative and lyrical poetry taken from American writers, and such English authors as Herrick, Burns, Scott, Tennyson and Browning; and (2) in drama, fiction and the essay, taking a few typical selections from the time of Shakspeare to our own day.

## Reading

Miss ROGERS

*Junior Year.* — The work for the greater part of this year aims to awaken interest in oral reading, and an appreciation of the student's present and future need of power in this direction. To this end oral reading is practised, and the study of phonetics begins incidentally with the effort to correct individual faults in

pronunciation and articulation. The selections read are mainly those that may be used in the grades. Some are masterpieces of literature, others are taken from current magazines and newspapers, while others are simple stories and poems for very young children.

The latter part of the year is devoted to the method of teaching reading which is in use in the practice school. Some knowledge of phonetics, and practice in story-telling and dramatization, are given in this connection.

*Senior Year.* — This course deals with methods of teaching reading and literature in the grades, with special emphasis on the work of the first years. The work with methods of teaching reading, begun in the junior year, is continued, and story-telling and dramatization in relation to children's literature are considered.

*Middle Year.* — During this year students who devote three years to the elementary course have work in reading which aims to supplement the work of the junior year, thus giving a broader preparation for the practice work of the senior year.

### Elementary Latin

(Elective)

MISS MARTIN

The class is organized for the consideration of methods of teaching first-year Latin. It is open to special students, and to students of the second or third year whose standing warrants the undertaking of an additional subject.

The general purpose of Latin study and the results to be secured in first-year work are considered, and the means of attaining these results discussed. Leading text-books for beginners are examined, and enough lessons developed to give an intelligent appreciation of the author's plan and method. As the work of the teacher of elementary Latin is largely of the nature of drill, discussion and illustration of modes of drill receive a large share of attention.

The finest result in the teaching of a foreign language is the development of a *feeling* for that language. It is with this end in view that the teacher gives his first lesson, and the end is the constant inspiration of his method.

## United States History

Miss DEANE

The study of United States history is included in the first year of the course. The work is planned with two general aims in view: (1) the review and establishment of the essential facts and principles of American and allied English history, treated from the academic standpoint; and (2) the consideration of the material in its adaptation to the elementary school. Effort is made to broaden the student's acquaintance with authoritative historical works and to aid him in the selection and handling of material. To this end, special presentations of topics requiring research have an important place in the plan of study.

The elements of civil government are considered from the standpoint of their actual operation rather than from that of theory, thus necessitating attention to current political events. Book study of the principles of government must be supplemented by familiarity with concrete examples.

## Arithmetic

Miss PEET

In order to meet the needs of different classes of students, the arithmetic work is given in two courses. The course given for students who are preparing to teach children in the first six years of school, covers a review of arithmetic through percentage, and gives special attention to methods of making arithmetic a live subject to little children. The other course, given for students who desire to teach children in the seventh, eighth and ninth years of school, covers a review of arithmetic beginning with fractions, and gives special attention to methods of teaching arithmetic as it is applied to mensuration and business.

The work throughout attempts to put arithmetic on a different basis from the arithmetic of the time when it was taught largely as a mental discipline. The endeavor is to aid the student in finding means of making the subject of vital interest to the children and providing them at the same time a thorough training in number looked at from a practical standpoint.

## Mathematics

Miss MARTIN

The course includes study of *form* and study of *number*. It aims on the one hand to unify, and on the other to individualize and classify, the knowledge which students bring from their previous study. Practical application of geometrical truth is made in field work and in the mensuration of the common plane figures and solids. The study of number is from the algebraic point of view. Processes are investigated and explained with reference to practical teaching. The quantity of work done is determined largely by the amount and quality of preparation and the individual needs of the students, and thus may naturally vary from year to year.

## Psychology

Miss GOLDSMITH

The course in psychology extends throughout the junior year and makes the foundation for the work in pedagogy and child study of the senior year. The aim is to secure a clear understanding of the fundamental laws which govern mental activity, as well as to develop a larger sympathy with human life as a whole and an appreciation of the conditions existing in immature minds. Careful attention is given to the processes by means of which knowledge is acquired and elaborated, the sources of knowledge, both general and psychological, and the function and development of the mental faculties. The subjects of habit and reflex action, perception, conception, memory, imagination, imitation, instinct, judgment and reasoning, emotion and volition are made of special importance. Since the work is intended to be of practical value rather than of merely theoretical interest, illustrations from the daily life of the student and from observation of child life, also applications to teaching, are demanded throughout the course.

## Pedagogy

Mr. PITMAN

The course in pedagogy extends throughout the senior year. Its chief aim is to develop an understanding of the principles of education as derived from the study of psychology in the previous



year and of their application to school organization and government and to the art of teaching. The course comprises a study of the various educational agencies; of the educational values of the several subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; and of the hygiene of the schoolroom. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system as revealed by the laws relating to public instruction. A sufficient knowledge of these laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

### History of Education

Miss DEANE

The course in history of education is included in the senior year. The plan of study follows two lines of development: (1) the analysis of the historical evolution of the educational system, tracing the great movements in their related order; and (2) the study of the lives of leaders of educational progress, particularly those of the modern era. Throughout the course the interrelation of educational, religious and political conditions is made manifest as a basis for understanding national educational ideals and standards. In tracing the evolution of the present school system especial prominence is given to four topics: the purpose of education, the character of the curriculum, the degree of recognition of individualism, and the development of the school as an institution. The course serves particularly to foster an appreciation of teaching as a profession.



## Child Study

Miss PAINE

The course in child study is carried on with the seniors during their twelve weeks of practice teaching. The aim of this course is to study the physical and psychological child as he is found in the average public school.

The distinctive characteristics of the immature human being, as contrasted with the adult, are considered, emphasizing especially those characteristics found in the average school child from five to fourteen years of age. An attempt is made to understand, somewhat, the effects of growth and development, and of nature and nurture, in order to interpret ordinary schoolroom procedure. For this purpose the attention of the students is focused upon the children of the practice school with whom they are actually dealing. Observations are made of the special defects, the interests, habits and activities of the children of the various grades. These observations are supplemented by material derived from the students' own personal experiences, and from their intimate knowledge of children found in other localities.

An analysis of the conditions in the practice school that tend to promote, regulate or supplant the natural tendencies of the children is made, and a comparison with other schoolroom conditions within the experience of the students is constantly encouraged, in the endeavor to discover the best conditions for bringing about the most desirable results.

As can be seen, therefore, throughout the course the laws of psychology and the principles of pedagogy are constantly being analyzed out of and applied to ordinary schoolroom situations. Also, a close observation of all schoolroom procedure must be maintained in order to more intelligently appreciate its purpose in modifying the physical and psychological development of the average public school child.

The two general text-books used — Rowe's *The Physical Nature of the Child* and Kirkpatrick's *Fundamentals of Child Study* — are supplemented by readings from various other authoritative writers. Reports of independent observations and criticisms are passed in weekly.

For the students who are preparing to teach the two upper grades in the grammar schools it is proposed to give a more extended study of the adolescent boy and girl than is possible or necessary for the students of the regular two years' course.

### **Kindergarten Methods**

MISS NOYES

This course does not train students for kindergarten teaching. It is given to the entire senior class, and aims to acquaint them with the methods and materials of the kindergarten, and its function as a foundation and preparation for the primary school. It gives them a practical understanding of the kindergarten, emphasis being placed upon its necessarily close relationship to and connection with the first grade. The importance of this formative period of the child's life, and Froebel's means for successfully developing the child through his own self-activity, are dwelt upon.

The following are the subjects considered:—

Biography of Froebel, the founder of the kindergarten, followed by a study of his principles as contained in *The Education of Man*, and *Mutter und Kose Lieder*.

Nature work as adapted to children of kindergarten age.

Play as an educational factor.

Songs and games.

The gifts and occupations.

Story telling.

Constant opportunity is given the students for carefully supervised observation and practice in the kindergartens as well as in the first grades of the practice school, so that theory may at once be made practical.

### **Biological Science**

MISS GOLDSMITH

This course extends throughout the junior year and is planned to give a basis for the comprehensive understanding of human physiology and nature study, both of which courses follow in the senior year. The aim is to lead the student to as clear an under-

standing as possible in the time allowed of the gradual evolution and increasing complexity of plant and animal life, and to appreciate such great principles as heredity, adaptation to environment, the struggle for existence and protection. Types of plants and animals (*e.g.*, the dandelion, corn, maple tree, starfish, crab, fish) form the basis for class discussion, laboratory work, recitation and economic problems. The students also work out the problem of adapting these forms to work with the children. As much field work is done as time permits, and the collection at the Peabody Academy of Science affords an unusual opportunity for the study of typical animal forms. Through this we hope to arouse in the students a love and appreciation of all living things, a desire for a more intimate knowledge of their surroundings, and a reverently questioning attitude which shall lead to keen observation and careful thinking.

### Physical Science

The aims of the work in physical science are: to stimulate and foster interest in the science of common things; to provide a fund of useful knowledge about everyday science; and to develop the power of accurate observation, clear thinking and correct expression which are essential to direct others in the study of science.

The class-room work includes demonstrations, informal lectures, reports of special topics and discussion. A large part of the class-room time is used by the students in presenting special topics before the class. About one-third of the time is allotted to individual laboratory work. The object of this work is to give the student sufficient skill in manipulation of apparatus to be able to demonstrate successfully before a class, and to give more intimate knowledge of the substances, processes and principles which are discussed in the class-room. Ample laboratory facilities are provided for independent work by the students.

The following are the courses offered in physical science: —

*A. Physics.* — For students who enter without satisfactory preparation in physics. First half year. Twice a week. A

general introduction to physical science, covering the fundamental principles.

*B. Chemistry.* — For students who enter without satisfactory preparation in chemistry. Second half year. Twice a week. A brief elementary course in chemistry, providing a foundation for the chemical work of the course in applied physical science.

(1) *Applied Physical Science.* — Required of students of both the two-year course and the three-year course. One year. Two hours a week. The student is required to have an elementary knowledge of physics and chemistry before entering this course. This course includes many subjects which are important because they are closely related to every-day life. Consideration is given to science questions of the home, public utilities, manufactures, trades and arts. The course aims to give the student a broad outlook over the field of physical science and an insight into ways in which science is useful to man. Excursions are planned to show the applications of physics and chemistry in commercial use.

(2) *Methods.* — Required of students of the three-year course. One year. Three times a week. The aim of the course is to prepare the student to teach physical science in the grammar grades. Practice is given in devising lessons. Model lessons are presented and discussed in class. Some observation of science teaching in grammar grades is afforded. To increase skill in demonstrating with apparatus, some work in the laboratory is offered. The course covers the subject-matter of physics and chemistry which is appropriate to the grammar school pupil, and in addition gives to the normal school student a broader treatment of the subject-matter than will be required for use in teaching.

### Physiography

Mr. CUSHING — Mr. WHITMAN

The course in physiography is made to include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the



universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of bed rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the background for the earth sciences that are taught in the elementary schools. It is made preparatory to the course in geography that follows the next year.

Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, and a museum of selected fossils.

### **Geography**

Mr. CUSHING

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in textbooks on the subject in elementary schools, in map reading, in the use of diagrams, models, pictures, specimens and the other geographic helps.

An intensive study of the pedagogy of geography occupies a period near the end of the course, after the students have gained abundant illustrative material and experience in the previous work of the class and in the practice school. The place of geography in the school curriculum is justified and the part it plays in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied indus-





THE GEOGRAPHY ROOM.



trial activities. An excellent harbor and near-by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

### **Nature Study**

MISS WARREN

The aim in this course is to give the student the training needed to teach nature study and related subjects in the elementary schools.

From the study of biological and physical science in the junior year many important facts have been learned of which practical use can be made in adapting the work.

In developing a course for the six lower grades, the student should understand the child's point of view and should keep clearly in mind the aim of the work, viz., that he is to encourage an increasing spirit of inquiry, a closer observation, a greater familiarity with the habits and uses of plants and animals, a desire to know how to care for them, and an appreciation of the interrelation of all nature.

In the fall the lower grade work begins with the care and study of some animal pet.

Talks on primitive man, his shelter, food and clothing, and his dependence upon the world about him, lead to an understanding of the means man is using to comprehend and subdue nature's forces that he may utilize them for the good of mankind.

The recognition of trees and lessons on their use and care afford a background for discussions on forestry in the higher grades.

The school garden not only furnishes material for the study of plant and animal life, but is also considered from the æsthetic and economic standpoint.

In the spring a study of soils, of the conditions necessary for germination, and experiments with seeds planted in shallow boxes filled with various kinds of soil, is followed with practice

in thinning, transplanting, weeding, and by the care of growing plants.

Correlation with drawing and arithmetic is made whenever it is practicable.

Those students who are to specialize for upper grade work should be able to train the child so that he may have a broader knowledge of the subject-matter, a growing appreciation of economic questions and of the inviolability of nature's laws, greater independence in observation and inference and clearer conceptions of exact statements. The application of the principles of physical science, which are too difficult to be understood in the lower grades, should occupy an important place.

### **The School Gardens**

MISS WARREN — MR. RAND

Three gardens are conducted by the school; one of them, which occupies a part of the school grounds, is worked on the individual basis. This offers to each student an opportunity not only to plant a small plot of her own and care for it, but also to supervise the work of children from the practice school. Thus they learn to make practical the ideas they have gained concerning plant life, and will be able to establish gardens in schools where they may teach.

Another garden, comprising half an acre, located on West Avenue, a short distance from the school, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to the markets. This garden is planted, cared for and the products of it harvested by boys of the seventh and eighth grades. When the garden is planted the boys are in the seventh grade; when the products are gathered and sold they are in the eighth grade. The boys are given a share in the profits, apportioned among them according to efforts they have made in working the garden. The third garden is conducted by the students in connection with their course in geography, and is devoted to grains and grasses.

The work of the individual garden is under the supervision





LAYING OUT THE GARDEN.







PLAYGROUND EQUIPMENT MADE BY BOYS OF SEVENTH AND EIGHTH GRADES.



of Miss Warren and the teachers of the practice school, the community garden is supervised by Mr. Rand, while the geographical garden is conducted by the students under the direction of Mr. Cushing.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. They promote a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive, and generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.

### **Physiology and Hygiene**

MISS WARREN

The purpose of the study of physiology and hygiene is twofold; to aid the student in forming right habits of living and to furnish accurate knowledge of principles and facts to be taught to children.

Emphasis is placed upon the knowledge of the danger to the

child arising from adenoid growths, enlarged tonsils, neglected colds, decaying teeth, defective eyesight, bad ventilation, the use of public drinking cups and towels, malnutrition and nervous strain.

Students who are fitting themselves to work in the six lower grades of the public schools should prepare teaching exercises adapted to those grades on the needs of daily life; as eating, drinking, breathing, sleeping, playing, working, resting, bathing and clothing. Personal hygiene, school and home sanitation, and emergency lessons receive due consideration.

Those students who are to instruct the pupils of the upper grades should understand the fundamental importance of vital functions and the harmony between structure and function. Work with the compound microscope and discussions of the relation of the cells to the various physiological processes result in clearer ideas of the body as a physical organism. Knowledge of the nutritive, economic and physiological value of foods, of the action and effect of condiments, stimulants and narcotics, is important. The characteristics of bacteria, their presence in milk, food and water, and their relation to disease, are considered. Special stress is laid upon personal hygiene and public sanitation.

### **Physical Training**

MISS WARREN — MISS ROGERS

The aim in this course is to improve the physical condition of the students and to prepare them to teach exercises which may be used in elementary schools. The necessity of a sense of rhythm, grace of movement, and self-control is also emphasized. Secondary aims are to develop enthusiasm for physical training and a realization of the benefits of systematic exercise, to stimulate an interest in games, and to show how they may be used to give mental and moral training as well as recreation.

The gymnastic work is based on the Ling system and is supplemented by rhythmical exercises, folk dances, and games. The shower baths recently installed add very much to the value and enjoyment of the work. The students are encouraged to take as much outdoor exercise as is possible. Good opportunities are provided for games of tennis and volley ball and for skating.







DRAWING AND THE FINE ARTS.

The school physician examines each student at the beginning of the course and whenever it is deemed necessary thereafter. Measurements and strength tests are taken at the beginning and close of each school year.

Association in the gymnasium promotes a social spirit and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study. It cannot be too strongly emphasized that exercise is a necessary factor in producing a healthy body, which is a prime requisite for success and efficiency in every department of life.

### **Drawing and the Practical Arts**

MR. WHITNEY — MISS EASTMAN

The course in drawing is made as broad and far-reaching as possible. It is not treated as an isolated study, but is constantly used as a means of expression in all lines of school work. The work in drawing may be subdivided as follows:—

*Representation.*—This topic covers such work as natural drawing, object drawing in all its phases, freehand paper cutting, modeling and illustrative sketching, and involves the use of pencil, pen and ink, crayon, chalk, water colors, etc., as the mediums of expression.

*Composition.*—Composition is a term used in its broad sense, and bears upon original arrangements, design, and picture study. It also includes the theory of color and the application of color harmonies. Here again a choice of the most appropriate medium must be considered.

*Construction.*—The work in construction comprises both the above-mentioned subjects and their application in the making of things. Objects for various purposes are discussed, their fitness is considered, freehand sketches are made, as well as the necessary mechanical drawings, compositions in line, area and color are planned, and the results of these problems are the finished products.

The practical arts include the study of representation, composition and construction, comprising, as the topic does, cooking, sewing, weaving, metal work, wood work, leather work, printing, book binding and other projects. Such projects involve many

other studies, for the pupil must know something of the material he is using, its source and manufacture; he must understand something of the type of wood, metal, leather, fabric, reed, raffia, cardboard; and of the tools and appliances necessary in the handling of such materials.

It is the constant effort of the department to make itself helpful in meeting the problems of school life, and to complement the work of the other departments. Each year there is given a course of lessons in free blackboard sketching, which is a very important accomplishment for the grade teacher. Such work awakens interest, holds the attention, and cultivates a desire on the part of the child to express himself in the same free and spontaneous manner.

Occasional lectures are given upon important subjects influencing the practical arts in the public schools, and upon more general topics in art. These lectures have a decided influence upon the pupils, and create an interest in many lines of art study and industrial training. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupils observe their application in the work with children. Students who complete the course should be able to plan and arrange adequate outlines of work for use in their own teaching, or to follow intelligently the outline of a supervisor. They should be able to use and teach this work intelligently, knowing, as they should, that —

It gives command of the one universal language.

It cultivates accuracy of observation.

It develops appreciation of the beautiful.

It gives power to express beauty.

It develops skill of hand and eye.

It encourages originality.



It promotes appreciation of excellence in manufactured articles.

It increases the value of our industrial products.

It helps to establish good habits of thought and action.

It awakens an interest in the mind of the child when other studies fail.

It is indispensable in many other studies.

It gives to many a means of livelihood.

### Music

Mr. ARCHIBALD

The work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Voice culture, song interpretation, ear training and sight reading, introducing the various problems of time and tune, are taught. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered:—

(a) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(b) Musical appreciation through listening to good music performed by the students and by professional artists, and also through the use of a piano player and a Victor talking machine.

(c) Chorus singing in preparation for the graduation exercises.

A good library of pianola rolls and Victor records is at the disposal of the students, and much laboratory work in music is accomplished.

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra and for the Boston Opera Company are obtained for students upon application.



## Penmanship

Mr. DONER

Penmanship is taught during both the junior and the senior years. One period each week is devoted to practice under the personal direction of the supervisor, for the purpose of developing a plain, practical style of writing. Students are required to practice at least fifteen minutes a day, and to submit their practice work to the supervisor for inspection, criticism and gradation.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. Students will be able to write well if they conscientiously try to apply the movement in all their written work. Since writing is essentially a co-ordinated movement, it has to be developed through patient and persistent practice. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have ample opportunity to observe the teaching done by the supervisor and the regular teachers in the practice school. During the senior year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public school.

A teacher cannot teach what she does not know. Therefore, the purpose in this department is to give the students a practical working knowledge of the subject of penmanship, so that they will be able to write well themselves and in turn teach others to write well. Theory and practice go hand in hand, but the students are given so much of the practical side that the theory becomes a reality.

## COMMERCIAL DEPARTMENT

### Entrance Requirements

The requirements for admission to the prescribed course of three years are the same as for students who apply for admission to the elementary course, except that, in special cases, candidates will be allowed to offer substitutes from the following list for some of the subjects enumerated on page 10: bookkeeping, shorthand and typewriting, commercial arithmetic, commercial law, commercial geography.

The topics included under these subjects are as follows: —

(a) *Bookkeeping*. — Ability to open and close a set of books by single or double entry, to change from single to double entry, to explain and illustrate the use of the different books.

(b and c) *Shorthand and Typewriting*. — Mastery of the principles of Pitmanic shorthand and their application, and of the word-signs and contractions of the particular system studied. Transcription on the typewriter of dictated material, to test accuracy in reading shorthand notes. Much importance is attached to correct spelling, capitalizing and paragraphing, and to skill in arranging typewritten material on a page.

A similar examination in Gregg shorthand will be given for those who wish to offer this instead of a Pitmanic system.

(d) *Commercial Arithmetic*. — Computations relating to extending and footing bills; percentage, including interest, discount, partial payments, commission and brokerage; partnership settlements; etc.

(e) *Commercial Law*. — Knowledge of such phases of law as contracts, negotiable paper, agency bailments, partnership, corporations and insurance. Ability to draw up approved legal forms such as powers-of-attorneys, checks, and notes.

(f) *Commercial Geography*. — A knowledge of principles that control the production, distribution and consumption of commodities, gained from a study of the local environment and a standard text, will fit the candidate for this examination.

## The Course of Study

## JUNIOR YEAR

	Hours per Week.
English, . . . . .	2
Shorthand, . . . . .	3
Typewriting, . . . . .	4
General history, . . . . .	2
Physiography, . . . . .	2
Commercial arithmetic, . . . . .	2
Elementary bookkeeping, . . . . .	3
Penmanship, . . . . .	1
Physiology, . . . . .	1
Gymnastics, . . . . .	2
Music, . . . . .	1

## MIDDLE YEAR

English, . . . . .	2
Penmanship, . . . . .	1
Commercial correspondence, . . . . .	1
Shorthand, . . . . .	3
Typewriting, . . . . .	3
American history and civics, . . . . .	3
Industrial physics, . . . . .	} half year each, . . . . .
Industrial chemistry, . . . . .	
Commercial geography, . . . . .	2
Bookkeeping, . . . . .	3
Psychology, . . . . .	3
Gymnastics, . . . . .	2
Music, . . . . .	1

## SENIOR YEAR

Literature, . . . . .	4
Shorthand, . . . . .	3
Typewriting, . . . . .	3
History of commerce, . . . . .	2
Commercial law, . . . . .	} half year each, . . . . .
Economics, . . . . .	
Industrial geography, . . . . .	3
Penmanship, . . . . .	1

	Hours per Week.
Advanced bookkeeping, . . . . .	3
Pedagogy, . . . . .	2
(Observation and practice teaching, 9 weeks.)	
Gymnastics, . . . . .	2
Music, . . . . .	1

A condensed course of one or two years will be offered to graduates of colleges, normal schools and private commercial schools, and to teachers of experience. Appropriate certificates will be awarded to special students who complete approved courses of study.

### English

Miss LEAROYD

The course is planned for two years. It is intended to give the students a thorough knowledge of the language as far as it may be obtained by consulting reference books on the subject and by reading literature, and to offer systematic training in expression in speech and writing. At first, the aim will be to ascertain the needs of the individual, and to establish habits of accuracy and of systematic methods of work. Exercises in spelling, definition, dictation, taking notes from dictation and letter writing, including the phraseology of business English, will receive attention in proportion to the needs of the class. A detailed study of words, the sentence, the paragraph and the whole composition will form the basis of most of the work of this year. Frequent opportunity will be afforded to students to write short daily themes and occasional long themes, to plan talks efficiently and to gain ease in speaking before the class.

During the second year an effort will be made to arouse the students to an interest in the best works of modern literature. The reading and discussion will be concerned chiefly with subjects involving description and explanation. Exercises for cultivating accuracy and fluency will be continued. Themes will include the results of extended study on some topic connected with trade and industry; review and criticism of commercial text-books. There will be an opportunity for the students to test their power of presenting subjects clearly to the class and of



directing the work of the class room, and to acquire skill in careful and just criticism.

It is hoped that the result of the work of the two years will be to give confidence and power in clear and easy expression both in speech and writing.

### **Commercial Correspondence**

MISS LEAROYD

One hour a week for a year is devoted to the study of forms of business correspondence and to practice in the writing of business letters. It is desirable to establish high aims in the form of the business letter, and clearness and ease in expression, and at the same time to make the subject practical. On the professional side the importance of the study to high school classes is considered and methods and text-books are discussed. Some of the clerical work of the school furnishes additional drill.

### **Literature**

MISS PEET

The course in English literature aims to give an appreciation of literature and to develop, as far as a single course can hope to, the breadth of view essential for every teacher. The course consists of a brief study of the novel and the short story, the essay, and of lyrical and narrative poetry.

### **Commercial Literature**

MR. CUSHING

It is believed that many of the cultural aims of the work in general literature can be attained by the intensive study of the best of the rapidly growing current literature that deals with commercial and industrial conditions and activities. At the same time the student becomes acquainted with the problems, the ideals, and the meaning of the wide field of commerce, that he may become a more intelligent high school teacher of commercial subjects. This course is planned to meet both the cultural and the vocational need.



## History

Miss DEANE

The chief aim of the courses in history is the comprehension of present economic and political conditions as revealed through the study of their development. To this end the work is arranged in three courses, for successive years, including general history, American history and civics, and the history of commerce. Thus, the background is furnished, by the preliminary survey of general history, for the more intensive study of the principles of industrial evolution treated in the fields of American history and the history of commerce. The courses aim to acquaint students with the best available sources, and to develop their power in handling material independently. Provision is made for close connection between this department and the related subjects of industrial geography and economics.

## Geography

Mr. CUSHING

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study. Some regional geography is taught.

Economic geography is taught the second year. It is regarded as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods. The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials

of commerce. Many business houses have contributed to this, so that the various stages of production to the finished products of commerce, in many lines, are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.

An advanced course, entitled industrial geography, is offered for the third year. This is founded on observational work with the tanning and shoe industry of Salem and Peabody, and leads to the study of the history and organization of industries as influenced by geographic conditions. It concludes with an intensive study of the resources, industries, markets and transportation in the United States, and the industrial personality of nations.

### **Industrial Science**

Mr. WHITMAN

This course includes the more important principles of physics and chemistry, and aims to make the student familiar with many of the common scientific terms, chemical materials and operations which are likely to be met in commercial work. The course consists chiefly of class-room talks, demonstrations, and discussions about the applications of physics and chemistry in commercial and industrial operations. Some individual laboratory work will be given. There will be opportunity to study applied physics and chemistry in their relation to local industries. A number of industrial plants will be visited by the class.

### **Pedagogy**

Mr. PITMAN

Pedagogy is a prescribed subject for all students in the commercial department. In addition to the essential features of the regular elementary course it includes a consideration of many of the problems of the secondary school, and particular attention is given to the pedagogical aspects of commercial education. (See description of course in Pedagogy, p. 25.)

Teachers now in the service and other prospective students

who have not pursued a course in psychology and who are intending to take a special course in this department should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

### **The History of Commerce**

Mr. MEREDITH

This course is designed to add to the general information of the student by giving a knowledge of the commerce of the past and by showing its relation to the development of present and probable future conditions.

The laboratory method of teaching this subject is used. Students are required to obtain their information from various sources, such as magazines, newspapers and recently published works.

In pursuing this course emphasis is placed upon the history and development of local industries, and students are required to make visits to business houses and manufacturing plants of various kinds. Each student is obliged to make an independent written study of some one of these local industries.

### **Economics**

Mr. MEREDITH

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

In this connection students are required to make an intensive study of some phase of social economics. Opportunity for this is afforded through the co-operation of the Associated Charities of Salem. At the end of the course students present the result of their research in the form of a comprehensive thesis.

An extensive outside reading course is being conducted as a part of this work. By means of a card designed for the purpose an accurate account of each student's reading is kept on file, together with her criticism of the work read.

A suitable library, containing works relating to the subject of economics, is at the disposal of the students.

### **Commercial Law**

Mr. MEREDITH

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods for imparting this knowledge to others. The work of the text-book is supplemented by real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.

### **Bookkeeping**

Mr. MEREDITH

Bookkeeping is the most important and usually the most attractive study of the distinctively commercial group. It is the subject with which all the other subjects of this group are most closely correlated. The aim of the course is to give the student a thorough understanding of the principles of bookkeeping as well as of the various approved methods for teaching the same. Both class and individual methods of instruction are used. Business practice is also carried on as a part of the work of this course as well as a comprehensive study of the various business papers and forms.

The advanced course in bookkeeping consists of the study of the theory of accounts and the fundamental principles of accounting. It also includes a detailed study of the various modern text-books in bookkeeping and a comparison of the methods used in each. The methods of keeping the books of a modern bank and also those of some local industry are studied.

An advanced business practice set is carried on by this de-



partment in conjunction with the bookkeeping department of the Salem Commercial School. Students are made familiar with the most approved methods of filing business papers.

Through an arrangement with business houses in Salem and Boston, opportunity is afforded students for actual office experience.

### **Commercial Arithmetic**

Mr. MEREDITH

Arithmetic occupies an important place in the curriculum of a commercial department. It is very closely correlated with bookkeeping and helps to interpret other general commercial subjects, such as commercial geography, transportation and finance. The aim of this course is to give the student an accurate knowledge of arithmetic in its application to business practice. The theory and practice of teaching it according to modern methods is also part of the work.

### **Shorthand**

Miss TOWNSEND

The study of the principles of Benn Pitman shorthand comprises the work of the first half of the course. Dictation practice begins very early, the aim being to obtain absolutely accurate work at a moderate rate of speed by the time the student completes the text. This work is followed by a few weeks' drill for a high rate of speed. The professional side of the subject is considered throughout the course, but it is emphasized in the senior year by the discussion of methods, the study of pedagogical works on the subject of shorthand, by the examination and criticism of various text and drill books, by observation in the Salem Commercial School, and by observation and practice teaching in the Salem High School and the Lynn English High School.

The Gregg system of shorthand may be continued by those students who have had a reasonable amount of instruction in it elsewhere.



## **Typewriting**

Miss TOWNSEND

The first half of this course is devoted to acquiring proficiency in the touch method, the professional side of the subject being emphasized from the first by showing pupils how to start beginners in the study of typewriting. Care is taken that students form correct habits of position, touch, fingering and manipulation of the machine. Particular attention is given to the arrangement of material and to rapid transcription. The course includes practice in the use of the neostyle, the mimeograph, the letter press and similar office devices. Material in the form of correspondence, outlines, abstracts, programs, etc., furnished by the various departments of the school, affords a basis for the acquisition of experience and skill in this kind of work.

Methods of teaching typewriting are discussed, and various text-books are examined, criticised and compared. Observation and practice teaching under supervision and criticism constitute an important part of the work of the third year.

## **Penmanship**

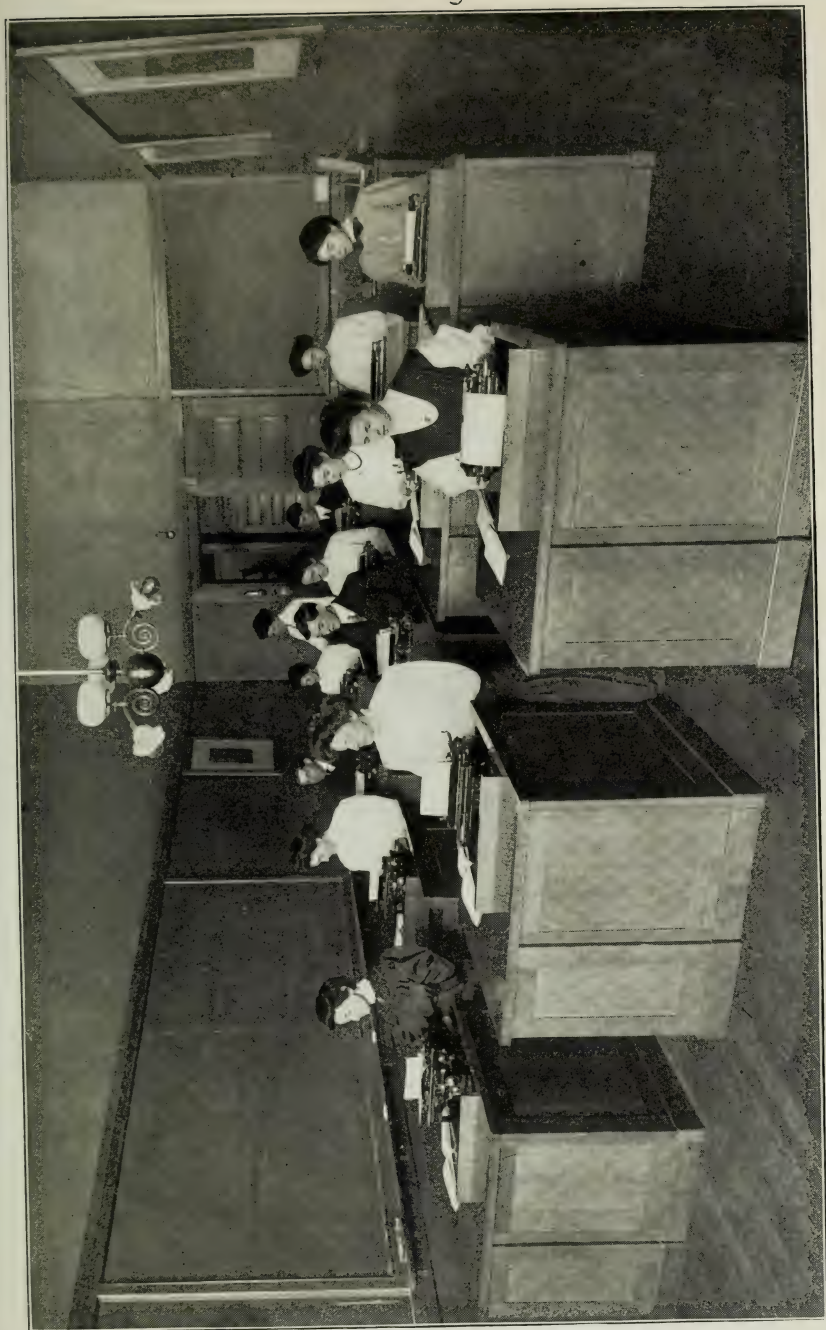
Mr. DONER

The aims, methods and matter of this course are stated on page 34, except that in the commercial department a course of instruction suitable for high instead of elementary school pupils is presented during the senior year.

## **THE LIBRARY AND READING ROOM**

Miss MARTIN

The general library contains a collection of books now numbering more than 5,500, including valuable works in all departments. The American Library Association system of cataloguing is employed, with a complete card index by authors and book titles. This is supplemented by a card system of references by topics, already containing several thousand cards. In addition to the general library books, there is a collection of



**TYPEWRITING ROOM.**



about 5,800 reference and text books, also carefully catalogued, for use in connection with the various courses.

In the reading room are filed the leading periodicals, both of general nature and of specific value in pedagogical study.

A brief course in library practice is given to the junior class by the librarian.

### LECTURES

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts:—

A Trip to the North Pole, . . .	D. B. MacMillan, Cambridge.
The Social and Ethical Value of History.	Wilbur F. Gordy, Superintendent of Schools, Springfield.
The Democracy of Education, .	Dr. George D. Strayer, Teachers College.
Stories for Children, . . . .	Adelaide L. Thompson, Supervisor of Kindergartens, Newton.
Alcohol and Mental Diseases, .	H. W. Mitchell, M.D., Superintendent of Danvers State Hospital.
Memorial Day address: Abraham Lincoln.	Walter S. Parker, Associate Superintendent of Schools, Boston.
The Alcohol Problem, . . . .	E. G. Martin, M.D., Harvard Medical School.
Pageant, Salem in the Olden Time.	Class of 1911.
Graduation address: Professional Teaching <i>versus</i> School Keeping.	Dr. David Snedden, Commissioner of Education, Massachusetts.
Tolstoi, . . . . .	The Rev. George L. Parker, former pastor British-American Congregational Church, St. Petersburg.
The Big Trees of California, .	Wales L. Palmer, Oakland, Cal.
The Man and the Job, . . . .	Arthur D. Dean, Chief of Division of Vocational Schools, New York.
Ten English Towns, . . . . .	George Francis Dow, Essex Institute, Salem.
The Lure of the Presidency, .	Hon. George H. Martin.

The Alcohol Problem, . . .	Herman Adler, M.D., Danvers State Hospital.
The Alcohol Problem, . . .	Alice L. Higgins, General Secretary, Associated Charities, Boston.
Immigration, . . . . .	Edward F. McSweeney, former Commissioner of Immigration, New York City.
Special Instruction for Exceptional Children.	Andrew W. Edson, Associate Superintendent of Schools, New York City.
Industrial Education, . . .	Charles A. Prosser, Deputy Commissioner of Education, Massachusetts.
The Objective Method of teaching Business Forms.	Frank E. Lakey, English High School, Boston.
Forestry, . . . . .	Harold Cook, Assistant State Forester of Massachusetts.
Child Labor, . . . . .	Mary C. Wiggin, Secretary of the Consumers' League, Boston.
The Teaching of Shorthand, .	Jerome B. Howard, Cincinnati.
Methods of teaching Penmanship.	Charles P. Zaner, Editor of the Business Educator, Columbus, O.
Bread and Butter Education, .	Walter A. Hawkins, Superintendent of the Jordan & Marsh Company, Boston.
English for the Commercial Course.	Henry W. Holmes, Instructor in Education, Harvard University.
Some Connotations of teaching English for Business.	William Morse Cole, Assistant Professor of Accounting, Harvard University.
Violin recital, . . . . .	William L. Daley.
Violin recital, . . . . .	Ridley Trio.
Violin and piano recital, . .	The Misses Durell, Mr. Bishop.
Indian songs and dances, . .	Bee Mayes.
Two piano recitals, . . . .	Charles P. Anthony.
Recital, . . . . .	Liebhaber stringed orchestra assisted by Miss Starbird, contralto.
Chamber concert, . . . . .	Arensky Trio (violin, cello, piano).
Recital of children's songs, .	Victoria Sordoni Gilbert.
Concert, . . . . .	Glee club of 1910-1911.



## THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and one member chosen by each division of the senior and junior classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

### Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 5 and the other half February 1. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for

this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school, several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about \$2,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$4.50 each, per week. A list of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

### **Attendance and Conduct**

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismissal. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

6. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must, of necessity, assume responsibility for the conduct of the young women thus placed in their charge in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered unsuitable in a well-regulated dormitory.

### **Employment for Graduates**

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute but about sixty per cent. of all the teachers



in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

### **Scholarships for Graduates**

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

### **Notices to School Officials**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its class rooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon, except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate of the fact of graduation. Since January 1, 1900, all students who have left the school by reason of graduation, or otherwise in good standing, possess a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

## GENERAL INFORMATION

### Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

### The School Building

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead.

In the basement are the gymnasium, with its adjoining dressing room and shower baths, the industrial laboratory and the lunch room. The first floor is occupied by the practice school. The rooms are all large and well lighted, and, including the kindergarten, they accommodate 400 pupils. On the second floor is the assembly hall of the normal school. It is about 60 by 85 feet in size, and can accommodate 300 students. The remainder of this floor contains the principal's offices, the reception room, the library, and various recitation and work rooms. On the third floor are the science laboratories, the studios and the lecture room.

### Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good



pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

### **The Teachers and Students**

The school during its history has had five principals and eighty-three assistant teachers. The development of the practice schools began in 1897, and with them forty-three persons have been connected as teachers. Eighteen teachers are now required in the normal school and fifteen in the practice schools.

About six thousand students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

### **The Location and Attractions of Salem**

No place in northeastern Massachusetts is more easily accessible than Salem.. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the

neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

## REGISTER OF STUDENTS

1911-1912

## Graduates, — Class XCVI. — June 20, 1911

## ELEMENTARY COURSE

Albert, Rose, . . . . .	Malden.
Barteau, Clara Irene, . . . . .	Amesbury.
Burnham, Mary Alice, . . . . .	Essex.
Beadle, Helen Josephine, . . . . .	Groveland.
Cotton, Edith Frances, . . . . .	Malden.
Cressy, Ruth Augusta, . . . . .	Beverly.
Cronin, Sybil Louise Mary, . . . . .	Cambridge.
Crosby, Mildred Parker, . . . . .	Groveland.
Crowley, Madeline Usher, . . . . .	Danvers.
Curley, Grace Francis, . . . . .	Marblehead.
Danner, Bertha Hertgen, . . . . .	Malden.
Decatur, Rena Althea, . . . . .	West Peabody.
Dickinson, Helena Minnie, . . . . .	Danvers.
Doyle, Alberta Ruth, . . . . .	Reading.
Eames, Hilda Weston, . . . . .	North Reading.
Edmands, Mary Luella, . . . . .	Saugus.
FitzGerald, Mary Frances, . . . . .	Cambridge.
Granfield, Susie Frances, . . . . .	Reading.
Grant, Grace Marguerite, . . . . .	Chelsea.
Griffin, Mary Elizabeth, . . . . .	Peabody.
Harlin, Gertrude Alice, . . . . .	Cambridge.
Harrigan, Frances Agnes, . . . . .	Danvers.
Harris, Daisy, . . . . .	Saugus.
Hickey, Emma May, . . . . .	Beverly.
Hill, Mabel Louise, . . . . .	Georgetown.
Hinkley, Fannie Crowell, . . . . .	Beverly.
Howard, Ethelyn Adams, . . . . .	Malden.
Hoyle, Lillian Mary, . . . . .	Everett.
Hunter, Ethel Annas, . . . . .	Malden.
Israelite, Anna Bessie, . . . . .	Chelsea.
Jenkins, Lena, . . . . .	Ipswich.
Johnson, Helen Louise, . . . . .	Lynn.
Kline, Elizabeth Margaret, . . . . .	Cambridge.

Klippel, Laura Estelle, . . . .	Salem.
Lambert, Georgie Dorothy, . . . .	Lynn.
Lang, Florence Ardell, . . . .	Bradford.
Macdonald, Josephine Elsie, . . . .	Somerville.
Maddock, Ruth Valerie, . . . .	Amesbury.
Magraw, Maria Pearl, . . . .	Lynn.
McPhetres, Eva Lucretia, . . . .	Lynn.
McSwiney, Mary Cecilia, . . . .	Chelsea.
Morrissey, Mary Jane, . . . .	North Andover.
Myers, Ruth Ethel, . . . .	Lynn.
Nelson, Maude Wellington, . . . .	Salem.
Norton, Marjorie, . . . .	Chelsea.
Parsons, Helen Gaffney, . . . .	Pigeon Cove.
Peachey, Florence Bailey, . . . .	Lynn.
Perley, Charlotte, . . . .	Boxford.
Peterson, Marion Crosman, . . . .	Chelsea.
Phillips, Edith Elizabeth, . . . .	Lynn.
Poor, Ethel Mirriam, . . . .	Lynn.
Pratt, Eva Louise, . . . .	Malden.
Prescott, Dorothy Nutting, . . . .	Haverhill.
Quinn, Alice Irene, . . . .	Swampscott.
Ramhofer, Lena Louise, . . . .	Cambridge.
Reeve, Alice Louise, . . . .	Salem.
Reiman, Elsie May, . . . .	Newburyport.
Reynolds, Abbie Elizabeth, . . . .	Lynn.
Riley, Marguerite Rose, . . . .	Melrose.
Roche, Elizabeth Constance, . . . .	Salem.
Scott, Laura Amelia, . . . .	Melrose.
Shannon, Mabel Elizabeth, . . . .	Lynn.
Small, Esther Louise, . . . .	Gloucester.
Smith, Lulu Belle, . . . .	North Andover.
Smith, Rose Catherine, . . . .	Somerville.
Solomon, Genorie Palmer, . . . .	Malden.
Spofford, Celia May, . . . .	Melrose Highlands.
Spofford, Lelia Frances, . . . .	Melrose Highlands.
Swanson, Gerda Florence, . . . .	Pigeon Cove.
Taylor, Sadie Mildred, . . . .	Everett.
Tucker, Mabel Hammond, . . . .	Marblehead.
Walsh, Katharine Frances, . . . .	Somerville.
Whalen, Abbie Elizabeth, . . . .	Amesbury.
Wildes, Mildred Fern, . . . .	South Hamilton.

## COMMERCIAL COURSE

Flaherty, Mary Aloysie,	. . . .	Salem.
Hayward, Beth Sylvia,	. . . .	South Easton.
Millea, Alice Marie,	. . . .	Danvers.
Pedersen, Dora Christina,	. . . .	Somerville.
Pedersen, Jennie Marie,	. . . .	Somerville.
de Sloovere, Mary Constance,	. . . .	Webster.

## CERTIFICATES FOR ONE YEAR'S WORK

*Elementary Course*

Eastman, Magna Dean,	. . . .	Framingham.
French, Carrie Russell,	. . . .	Brookfield.
Titcomb, Grace,	. . . .	Malden.

*Commercial Course*

Oliver, Warren Walton,	. . . .	Wakefield.
Sullivan, Arthur Joseph,	. . . .	Salem.

**Students in the Elementary Course**

## SENIOR CLASS

Beale, Helene Lambert,	. . . .	West Medford.
Bogrette, Jane Frances,	. . . .	Medford.
Bowler, Claire Ann,	. . . .	Somerville.
Bowler, Ruth Isabel,	. . . .	Somerville.
Burnham, Gladys Frances,	. . . .	Topsfield.
Burns, Agnes Ellen Olive,	. . . .	Newbury.
Cahoon, Margaret Cecilia,	. . . .	Gloucester.
Chamberlin, Alice Maude,	. . . .	Somerville.
Chapman, Myrtie Hoag,	. . . .	Marblehead.
Chase, Lucinda Norma,	. . . .	Seabrook, N. H.
Collins, Eva Hadley,	. . . .	Marblehead.
Collins, James Samuel,	. . . .	Salem.
Collins, Nora Marie,	. . . .	Beachmont.
Connors, Charlotte Newton,	. . . .	Lynn.
Connery, Anna Laura,	. . . .	Lynn.
Cook, Alice Marguerite,	. . . .	Danvers.
Daley, Theresa Edna,	. . . .	Malden.
Doran, Phoebe Martha Hughes,	. . . .	Reading.



Dugmore, Florence Mabel, . . . .	Medford.
Dwyer, Mary Imelda, . . . .	Salem.
Edmunds, Mary Louise, . . . .	Medford.
Fairechild, Bertha Irene, . . . .	Lynn.
Farnham, Dorothy Woodbridge, . . . .	Malden.
Fegan, Mildred Ayers, . . . .	Beverly.
Fisher, Ethel Stockwell, . . . .	Lynn.
Furfey, Josephine Esther, . . . .	Cambridge.
Galvin, Bertha Katherine, . . . .	Lynn.
Geary, Mary Louise, . . . .	Malden.
George, Ida May, . . . .	Malden.
Giddings, Carrie Anna, . . . .	Beverly.
Gilmore, Joseph Michael, . . . .	Peabody.
Graham, Mary Pauline, . . . .	Lynn.
Halliday, Mary Mildred, . . . .	Lynn.
Herlihy, Catherine Mary, . . . .	North Cambridge.
Hickey, Ruth Elizabeth, . . . .	Wakefield.
Hobbs, Gwendolyn Day, . . . .	Danvers.
Hodgkins, Edith Jane, . . . .	Medford.
Hughes, Viola Myrtle, . . . .	Salem.
Hunt, Caroline Lois, . . . .	Somerville.
Ingham, Mabel Russell, . . . .	Somerville.
Ilsley, Sarah Elizabeth, . . . .	Newbury.
James, Vivian Zella, . . . .	Salem.
Johnson, Anna Nathalie, . . . .	Somerville.
Johnson, Pernal Sophronia, . . . .	Nahant.
Keene, Leone Millicent, . . . .	Malden.
Kenneally, Anne Elizabeth, . . . .	Salem.
Kenny, Mary Agnes, . . . .	Malden.
Killen, Mildred Anna, . . . .	Lynn.
Killion, Anna Mary, . . . .	Malden.
Knight, Caroline Marion, . . . .	Middleton.
Leonard, Alice Virginia, . . . .	Amesbury.
Levy, Frances Agnes, . . . .	Chelsea.
MacAdams, Mary Terese Hilda, . . . .	Lynn.
MacCarthy, Ruth, . . . .	Malden.
Mackin, Gertrude Elizabeth, . . . .	Cambridge.
Maguire, Mary Anne, . . . .	Cambridge.
Mahoney, Katherine Agnes, . . . .	North Cambridge.
Manning, Mary Helena, . . . .	Cambridge.
McCarthy, Alice Louise, . . . .	Lynn.

McCauley, Alice Katherine, . . . .	Salem.
McDonald, Helen Gertrude, . . . .	Methuen.
McLaughlin, Lucelia Agnes, . . . .	Everett.
Merrill, Lillian Dimond, . . . .	East Lynn.
Morrow, Helen, . . . .	Salem.
Millea, Grace D'Arcy, . . . .	Danvers.
Miller, Mary Ellen, . . . .	Somerville.
Mullin, Frances Marie, . . . .	Salem.
Murphy, Madeline Bernardine, . . . .	Everett.
Nichols, Maude Ethel, . . . .	Malden.
Norcross, Alice Almira, . . . .	Melrose.
O'Neil, Grace Ruth, . . . .	Somerville.
Orne, Madeline, . . . .	Marblehead.
Patch, Mary Louise, . . . .	Wenham.
Pitman, Ernest Clayton, . . . .	Danvers.
Sargent, Helen Marion, . . . .	Groveland.
Scully, Katherine Veronica, . . . .	Chelsea.
Seaton, Mildred, . . . .	Gloucester.
Sharkey, Annie Gertrude, . . . .	Medford.
Simonds, Margaret Story, . . . .	Beverly.
Smith, Amy Francena, . . . .	North Andover.
Stetson, Estelle Frances, . . . .	Medford.
Stetson, Elizabeth Jewett, . . . .	Georgetown.
Striley, Amy Marguerite, . . . .	Danvers.
Sumner, Grace Rea, . . . .	Lynn.
Thornton, Helen Ellis, . . . .	Saugus.
Thompkins, Emeline Frances, . . . .	Danvers.
Tweeddale, Ruth Barbour, . . . .	Lynn.
Tynes, Lillian May, . . . .	North Cambridge.
Watkins, Winifred Belle, . . . .	Wakefield.
Willey, Mildred Anna, . . . .	Saugus.

## STUDENTS IN SECOND YEAR OF THREE-YEARS COURSE

Curry, Catherine Teresa, . . . .	Lynn.
Davis, Claire Veronica, . . . .	Salem.
Deering, Mary Katherine, . . . .	Beverly.
DeLory, Evelyn Whitney, . . . .	Beverly.
Denton, Maude Holt, . . . .	Danvers.
Dodd, Sadie Frances, . . . .	Beverly.
Flagg, Pauline, . . . .	Swampscott.
Griffiths, Alice Elizabeth, . . . .	Somerville.

Hill, Hortense Frances, . . . .	Lynn.
Hilliard, Mildred Jewell, . . . .	East Kingston, N. H.
Hodsdon, Helene Charles, . . . .	Fryeburg, Me.
Mulally, Anna Clementine, . . . .	Danvers.
Murray, Henrietta, . . . .	Beverly.
Perry, Emma Andrews, . . . .	Somerville.
Strout, Margaret Dodge, . . . .	Swampscott.
Surette, Mary Jane Victoria, . . . .	Wilmington.

## SPECIAL STUDENTS, ONE-YEAR COURSE

Carr, Anna Belle, . . . .	Salem.
Cate, Mary Ropes, A.B., . . . .	Salem.
Chapman, Gertrude, . . . .	Malden.
Golden, Annie, . . . .	Somerville.
Maddock, Ruth Valerie, . . . .	Amesbury.
Remick, Mabelle Dorothy, . . . .	Medford.
Rice, Meda Elizabeth, . . . .	Essex Centre, Vt.
Solomon, Genorie Palmer, . . . .	Malden.
Tolman, Grace Mary, . . . .	Brookline.

## JUNIOR CLASS

Allen, Amelia Southworth, . . . .	Lynn.
Anderson, Edith Mathilda, . . . .	Salem.
Appleton, Florence Alice, . . . .	Beverly.
Bassett, Clara Louise, . . . .	Marblehead.
Blanchard, Mina Anna, . . . .	Amesbury.
Bloomer, Fannie Reynolds, . . . .	West Somerville.
Boyle, Alice Gertrude, . . . .	Amesbury.
Breen, Margaret Mary, . . . .	Somerville.
Brown, Agnes Frances, <sup>1</sup> . . . .	Cambridge.
Buffum, Dorothy May, . . . .	Danvers.
Carrier, Caroline Joanna, . . . .	Charlemont.
Cashman, Mary Theresa, . . . .	Cambridge.
Caulfield, Helen Frances, . . . .	Salem.
Clark, Elizabeth Constance, . . . .	Annisquam.
Clifford, Ruth Isabel, . . . .	Revere.
Cody, Margaret Ellen, . . . .	Peabody.
Comer, Marie Ann, . . . .	Lynn.
Cowden, Esther Brownell, . . . .	Amesbury.
Crowell, Harlan Dunn, . . . .	Salem.

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<sup>1</sup> Was a member of the school less than three months.

Currier, Ethel May, . . . . .	North Andover.
DeAvellar, Anna Louise, . . . . .	Medford.
Delaney, Mary Frances, . . . . .	Cambridge.
Dewire, Mary Josephine, . . . . .	Somerville.
Dinsmore, Helen Peach, . . . . .	Malden.
Durling, Miviene Averill, . . . . .	Lynn.
Estee, Marion Frances, . . . . .	Somerville.
Finlay, Hazel Mellissa, . . . . .	Chelsea.
Fitzgerald, Jetta Louise, . . . . .	Revere.
Flaherty, Katherine Ruth, . . . . .	Lynn.
Fraser, Helen Genevieve, . . . . .	Revere.
Gallagher, Mary Louise, . . . . .	Cambridge.
Gillis, Margaret Rosaline, . . . . .	Manchester.
Gillis, Ruth Anna, . . . . .	West Somerville.
Gilmore, Cecilia Gertrude, . . . . .	Peabody.
Glover, Alice May, . . . . .	Marblehead.
Golden, Ida, . . . . .	Somerville.
Hall, Matilda Veronica, . . . . .	Cambridge.
Harrold, Beulah Christine, . . . . .	Marblehead.
Henderson, Helen Esther, . . . . .	Boston.
Higgins, Grace Imelda, . . . . .	Amesbury.
Hourihan, Nellie Veronica, . . . . .	Marblehead.
Huntington, Flora Evelyn, . . . . .	Newburyport.
Jackson, May Serlena, . . . . .	Lynn.
Johnson, Mildred Aileen, . . . . .	Malden.
Jordan, Mary Elizabeth, . . . . .	Newburyport.
Joyce, Gerald Stanley, . . . . .	Gloucester.
Kirby, Mary Beatrice, . . . . .	Danvers.
Kotzen, Mary, . . . . .	Chelsea.
London, Dana Woodman, . . . . .	Salem.
Long, Helen Mary, . . . . .	North Cambridge.
Loschi, Mary, . . . . .	East Boston.
Lyons, Helen Anna, . . . . .	Arlington.
Maguire, Helena Margaret, . . . . .	Cambridge.
Malcolm, Eliza, . . . . .	Cambridge.
Maxwell, Alice Louise, . . . . .	Stoneham.
McCarthy, Ellen Teresa, . . . . .	East Lynn.
McCarthy, May Josephine, . . . . .	Lynn.
McCarthy, Mary Elizabeth, . . . . .	Peabody.
McCauley, Emma Frances, . . . . .	Salem.
McCurdy, Edith Susan, . . . . .	Beverly.

McElroy, Mary Teresa, . . . .	Peabody.
McInnis, Sarah Catherine, . . . .	North Andover.
Mitchell, Mildred Louise, <sup>1</sup> . . . .	Springfield.
Monaghan, Rose Ella, . . . .	Salem.
Moran, Katherine Irene, . . . .	Cambridge.
Morgan, Ellen Augusta, . . . .	Lynn.
Mullaley, Helen Esther, . . . .	Stoneham.
Mullins, Grace Frances, . . . .	Cambridge.
Murdock, Rita Annette, . . . .	Chelsea.
Murphy, Maurice Francis, . . . .	East Boston.
Nason, Cora Mable, . . . .	Manchester-by-the-Sea.
Neall, Lena Fifield, . . . .	Lynn.
Norton, Anna Agnes, . . . .	Salem.
O'Connor, Mary Gertrude, <sup>1</sup> . . . .	Rockport.
O'Leary, Katharine Francesca, . . . .	Peabody.
O'Loughlin, Marguerite Regina, <sup>1</sup> . . . .	Malden.
O'Rilly, Sarah Louise, . . . .	Cambridge.
Pagum, Helen Gertrude, <sup>1</sup> . . . .	Malden.
Palmer, Evelyn Mae, . . . .	Lynn.
Parsons, Rita Cushing, . . . .	Newburyport.
Patton, Elizabeth Mary, . . . .	Chelsea.
Perkins, Inez Margaret, . . . .	Salem.
Perkins, Mildred, . . . .	Wenham.
Pike, Nora Clair, . . . .	Winthrop.
Purington, Edith May, . . . .	Beverly.
Ramsey, Florence Collette, . . . .	Cambridge.
Regan, Helen Gertrude, . . . .	Salem.
Ried, Bertha, . . . .	North Reading.
Ricker, Doris Ames, . . . .	East Lynn.
Roberts, Franklin Campbell, . . . .	North Andover.
Roche, Marion Thecla, . . . .	Salem.
Rowe, Vera Edna, . . . .	Marblehead.
Schermerhorn, Ruth Elizabeth, . . . .	Newburyport.
Stetefeld, Marguerite Elizabeth, . . . .	Somerville.
Stantial, Eunice May, . . . .	Melrose.
Troy, Gertrude Roberta, . . . .	South Boston.
Ward, Mary Grace, . . . .	Marblehead.
Waterhouse, Olive Doane, . . . .	Wakefield.
Watson, Helen Mabelle, . . . .	East Lynn.
Wendell, Jessie Stuart, . . . .	Lynn.

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<sup>1</sup> Was a member of the school less than three months.



Williams, Mary Elizabeth, . . . .	Beverly.
Williams, Ruth Phemie, . . . .	Danvers.
Wing, Beulah Amanda, . . . .	Hathorne.
Wing, Laura Sheldon, . . . .	Malden.
Woodberry, Ruth Williams, . . . .	Beverly.
Zanetti, Louise, . . . .	East Boston.

### Students in Commercial Course

#### SENIOR CLASS

Brophy, Elnora Kathleen, . . . .	Gloucester.
Clark, Anna Keenan, . . . .	Marblehead.
Davis, Nina Amanda, . . . .	Auburn, Me.
Dow, Ethel Helen, . . . .	Newton.
Hinchcliffe, Eva Mary, . . . .	Stoneham.
Johnson, Olive Florence, . . . .	Orange.
Sanford, Pearle Aurilla, . . . .	Marlborough.
Wiggin, Lelia May, . . . .	Danvers.

#### STUDENTS IN SECOND YEAR OF THREE-YEARS COURSE

Brown, Eliza Florence, . . . .	Marblehead.
Curtis, Mabolin, . . . .	Salem.
Fitch, Marion Abbie, . . . .	Sterling Junction.
Foley, William Lawrence, . . . .	Gloucester.
Levy, Mary Genevieve, . . . .	Danvers.
McGlew, John James, Jr., . . . .	Newburyport.
Powell, Charlotte Louise, . . . .	Malden.
Thomas, Winnifred Adelaide, . . . .	Cambridge.
Whitney, Rosalba, . . . .	Brookline.

#### SPECIAL STUDENTS, ONE-YEAR COURSE

Chisholm, Everett Allen, A.B., . . . .	Manchester, N. H.
Finn, John Haley, B.S., . . . .	South Middleton.
Mighill, Hugh N., B.S., . . . .	Rowley.
Moody, Beulah Walton, . . . .	Salisbury.
O'Neil, Agnes, . . . .	East Boston.
Rice, Jennie Julia, . . . .	Marlborough.
Smith, Lulu Belle, . . . .	North Andover.
Tucker, Ruth Elizabeth, . . . .	North Reading.
Williams, Erminie Adelaide, . . . .	Holbrook.

## SPECIAL STUDENTS, TWO-YEARS COURSE

Harvey, Fred Harrison,	.	.	.	.	Lynn.
Long, Frederick Joseph,	.	.	.	.	Salem.
Nye, Clifford N., <sup>1</sup>	.	.	.	.	Pittsfield.

## JUNIOR CLASS

Bray, Richard Williams,	.	.	.	.	Salem.
Brooks, Walter Roland,	.	.	.	.	Ipswich.
Campbell, Mildred Ward,	.	.	.	.	Middleton.
Carter, Ruth Hixon,	.	.	.	.	Winchendon.
Chase, Lenox Elspeth,	.	.	.	.	Amesbury.
Coman, Clara Louise,	.	.	.	.	Putnam, Conn.
Cromwell, Marion Judson,	.	.	.	.	Chelsea.
Hatch, Pearl Catherine,	.	.	.	.	Middleton.
Hutchinson, Myron Robin,	.	.	.	.	Salem.
Johnson, Hazeltine Robinson,	.	.	.	.	Peabody.
Kelly, Marion,	.	.	.	.	Everett.
Lamb, Emma Jennie,	.	.	.	.	Orange.
Macgovern, Margaret I., <sup>1</sup>	.	.	.	.	Dorchester.
MacGregor, Marion Gertrude,	.	.	.	.	Lynnfield.
McCann, James Henry,	.	.	.	.	Peabody.
McLaughlin, Sarah Jane,	.	.	.	.	Nahant.
Moriarty, Marion Agnes,	.	.	.	.	Danvers.
Mulally, Loretta Marion,	.	.	.	.	Danvers.
Newhall, Georgia Louise, <sup>1</sup>	.	.	.	.	Peabody.
Parziale, Anna Cecelia,	.	.	.	.	Chelsea.
Poland, Emma,	.	.	.	.	Nahant.
Rankin, Austin Mäder,	.	.	.	.	Beverly.
Reardon, Margaret Juann,	.	.	.	.	North Abington.
Richards, Edmund Francis,	.	.	.	.	Peabody.
Ross, Anna Lochart,	.	.	.	.	Salem.
Smith, Faustina Elena,	.	.	.	.	Newburyport.
Vaile, Margaret Helen,	.	.	.	.	Danvers.
Williams, Georgiana,	.	.	.	.	East Wenham.

<sup>1</sup> Was member of the school less than three months.

### Summary

Students of the elementary course, . . . . .	212
Special students, elementary course, . . . . .	9
Students of the commercial course, . . . . .	45
Special students, commercial course, . . . . .	12
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	278
Whole number of students from opening of school, . . . . .	6,094
Whole number of graduates, . . . . .	3,227
Number of certificates for one year's work, . . . . .	97

### REQUIREMENTS FOR ADMISSION

1. A detailed record of scholarship in the high school, signed by the principal (see I, pages 9 and 10). (Use the printed form provided by the school.)

2. A certificate of good moral character from the principal of the high school.

3. Examinations or a certificate amounting to fourteen units chosen from the specified list (see II, page 10).

4. A certificate from the high school for four additional units (see C and III, pages 10 and 11).

5. A written application for admission (on the printed form provided by the school).

6. A personal interview with the principal at the school. (No candidate will be admitted who has not met this requirement.)



















UNIVERSITY OF ILLINOIS-URBANA



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